

Campaign

student's **book**

English for **Law Enforcement**

2009 **BESIG** 
The David Riley Award For Innovation
In Business English And ESP
WINNER



with self-study CD-ROM



MACMILLAN

Charles Boyle & Ileana Chersan

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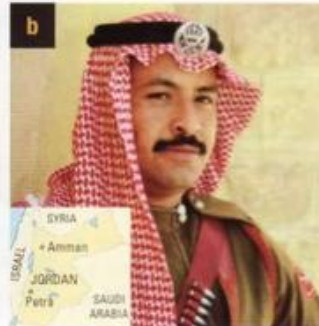
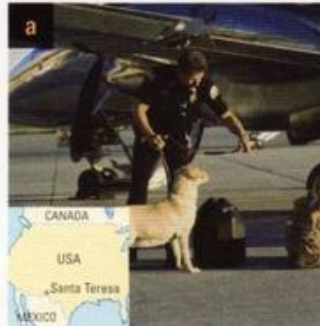
The world of law enforcement

alpha

First impressions

OBJECTIVES

- present simple
- alphabet and spelling
- describing your job



Reading and listening

Task 1 Look at the photos of three law enforcers from different parts of the world. Quickly read through the texts below and match the photos with the texts.

[1.01] **Task 2** Read and listen to the text about Saladin Yaseen. Underline all the verbs in the text.

- 1 Saladin Yaseen is 31 years old. He lives in the city of Petra in Jordan. He is married with two children and he works for the Jordanian desert police. His rank is Captain. Yaseen spends a lot of time on patrol in the desert.

Task 3 Read about Igor Asimov. Complete the text. Underline the correct verbs.

- 2 Igor Asimov (1) *is / has* 34. He is divorced and (2) *has / lives* one daughter. He (3) *has / lives* and works in Saratov in Southern Russia. He (4) *catches / works* for a division of the transport police and (5) *has / patrols* the Volga River. His rank is Major.
Asimov (6) *patrols / deals* with crimes related to poaching and smuggling. He (7) *catches / patrols* drug smugglers and people who traffick in caviar.

[1.02] Listen and check your answers.

Task 4 Read and complete the text about Ed Garcia. Use these verbs.

works catches deals lives patrols

- 3 Ed Garcia is 28 and (1) _____ in Santa Teresa in New Mexico, USA. He is single and he (2) _____ for the US Border Patrol. His rank is Patrol Officer, but he hopes for a promotion to Senior Patrol Officer soon.
Garcia (3) _____ the US / Mexican border. He (4) _____ with a lot of illegal immigrants who try to come to the US without visas. He also (5) _____ smugglers. There is a lot of drug smuggling across the border.

[1.03] Listen and check your answers.

GRAMMAR present simple

He **works** in Saratov. I / you / we **they work** in Moscow.
 She **deals** with car crime. I / you / we / they **deal** with motorists.
 He **catches** smugglers. I / you / we / they **catch** smugglers.
 The third person **he / she** takes an **s** at the end.
 We use the present simple tense to talk about things that are generally true.

Writing Task 5 Write a text about you. Use these words.

I am I live I work for My rank is I patrol I deal with I catch I hope for

Task 6 Work in pairs. Take it in turns to read your texts. Your partner should write down the text in the third person (*he / she*).

He / she is ... He / she lives ... He / she works for ...

[1.04] Pronunciation Task 7 Listen and repeat the alphabet. Which letters have the same sounds? Complete the table below.

| /eɪ/ | /i:/ | /e/ | /aɪ/ | /əʊ/ | /u:/ | /o:/ |
|---------|---------------|-------------|------|------|-------|------|
| A H _ _ | B C _ _ P _ V | F _ _ S _ Z | I _ | O | Q _ _ | R |

[1.05] Listen and check.

Task 8 Work in pairs. What do these abbreviations stand for? Take it in turns to say the abbreviations. Your partner says what they stand for.

UN stands for United Nations.

UN FBI USA ID VIP ASAP HGV Ltd

[1.06] Task 9 Listen to 10 abbreviations and write them down. Write down what they stand for.

[1.07] Listening Task 10 Listen to the three officers spell some personal information. Write it down.

The email address is wulan_lee@tiscali.com

That's W-U-L-A-N, all lower case, underscore, L, double E, at tiscali – T-I-S-C-A-L-I, dot com.

- Igor Asimov's address is _____
- Saladin Yaseen's commanding officer is _____
- Ed Garcia's middle name is _____
- Igor Asimov's email address is _____
- Ed Garcia's mother's name is _____
- Saladin Yaseen's email address is _____


Task 11 Work in pairs. Take it in turns to spell similar personal information to your partner.

On duty


OBJECTIVES

- numbers and time
- shift work
- present simple: negative form

Pronunciation

[1.08]  **Task 1** Look at the numbers. Listen and repeat.


- 1 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10
- 2 11 / 12 / 13 / 14 / 15 / 16 / 17 / 18 / 19 / 20
- 3 30 / 40 / 50 / 60 / 70 / 80 / 90 / 100
- 4 100 / 999 / 1,000 / 9,999 / 10,000 / 100,000 / 999,999 / 1,000,000

[1.09]  **Task 2** Study the examples. Note the stress. Listen and repeat.

15 – 50 (fifteen / fifty) 14 – 40 (fourteen / forty) 60 – 16 (sixty / sixteen)

[1.10]  **Task 3** Look at the pairs of numbers. Listen. Underline the number you hear.

- | | |
|--------------------------|-------------------|
| 1 70 / 17 | 5 34 / 43 |
| 2 160 / 116 | 6 3,118 / 1,380 |
| 3 19.00 hours / 90 hours | 7 13,000 / 30,000 |
| 4 8.14 / 8.40 | 8 68 / 86 |

[1.11]  **Task 3** Listen to the number dictation. Write down the numbers you hear.

Task 4 Work in pairs. Write down 10 numbers. Dictate them to your partner.

Reading

Task 5 Read the text about Rita Gonzales. Underline all the negative sentences.



Rita Gonzales is 43 years old next month. She lives in Richardson, Texas and works for the Dallas Police Department. She is an officer. Her husband is also a law enforcement officer, but he doesn't work in the same department. They have a 15-year-old son, Matthew.

Like most law enforcers, Gonzales works shifts. This week (Week 4 in the rota) she is on the early shift. She starts work at 07.00 and finishes at 15.00. When she is on the early shift she gets up at 05.00. She spends a few minutes with her family, then puts on her uniform and goes to work. She always drives to work. She doesn't take public transport because it isn't reliable.

It usually takes an hour to get to work. When she arrives at the Dallas Police Department, she has a briefing. Then she collects her patrol car and drives to her patrol zone. Gonzales loves her job but doesn't like the paperwork. 'For everything I do, I fill in three forms,' she says. 'It takes a lot of my time.'

GRAMMAR present simple: negative form

She / He doesn't take the bus. She drives.

He doesn't like the late shift. He prefers the early shift.

I / you / we / they don't like paperwork. They prefer to be out on the street.

Task 6 Look at the shift rota for Rita Gonzales's department. Use the prompts below to make true sentences.

| WEEK | MON | TUES | WED | THUR | FRI | SAT | SUN |
|--------|-----|------|-----|------|-----|-----|-----|
| WEEK 1 | N | N | N | N | N | - | - |
| WEEK 2 | - | - | L | L | L | L | L |
| WEEK 3 | L | L | - | - | E | E | E |
| WEEK 4 | E | E | E | E | - | - | - |

N= Night shift 23.00-07.00 E= Early shift 07.00-15.00 L= Late shift 15.00-23.00

Week 4 / work nights – *In week 4 she doesn't work nights.*

- Week 1 / days off _____
- Week 2 / start at 07.00 _____
- Week 3 / days off _____
- This week / starts / finishes _____
- Week 1 / finish at 15.00 _____
- Week 2 / work on Monday and Tuesday _____

[1.12] **Task 7** Look at the clocks. Study the examples. Work in pairs. Say the times.

Listen and check.

19.00

19.10

19.15

19.30

19.40

19.45

nineteen hundred
or seven o'clock

nineteen ten
or ten past seven

nineteen fifteen or
quarter past seven

nineteen thirty
or half past seven

nineteen forty
or twenty to eight

nineteen forty-five
or quarter to eight



Writing and speaking

Task 8 Write eight sentences that are true for you. Use the words in the box to help you. Tell your partner about a typical working day.

My shifts start finish days off night shifts I like / don't like

OBJECTIVES

- equipment
- routine policework
- present simple: question forms



A day in the life



Reading

[1.13] **Task 1** Read and listen to Rita Gonzales. Underline the pieces of equipment in the text.

When I am on duty – for about eight hours a day – I always carry my kit, that is all my equipment. At 7.00 am, when I start my shift, I put on my bullet-proof vest, which could save my life that day. Then, I put on my uniform with my badge and two pins. Finally, I put on my equipment belt. Some officers call it their 'Batman belt': it has all the tools that protect me and could save my life – or the life of another person. My belt is three years old and has handcuffs, a gun and its holster, a taser, a baton, my radio and pepper spray.

Now write the names of the pieces of equipment next to the pictures.

Task 2 Make sentences that are true for you. Use the correct verb.

wear carry put on take off

- 1 When I prepare for work, the first thing I _____ is my ...
- 2 The most important thing I _____ on my belt is ...
- 3 The uniform I _____ consists of ...
- 4 When I finish work, the last thing I _____ is my ...

[1.14] **Listening**

Task 3 You are going to hear about a typical working day in the life of Rita Gonzales. Listen to the beginning of her day at work. Which shift is she on this week?

[1.14] **Task 4** Listen again to the first part of her shift. Match the questions with the answers.

- | | |
|--|--|
| 1 What area of the city does she patrol? | a 22.00. |
| 2 What time does she arrive at work? | b Because she needs time to prepare her kit. |
| 3 What do they do in the downtown area? | c 23.00. |
| 4 What time does the briefing start? | d Her partner. |
| 5 Why does she always arrive early? | e The downtown area. |
| 6 Does she like warm weather? | f Monitor the street activity. |
| 7 Who does she join after the briefing? | g Yes, she does. |

GRAMMAR present simple: question forms*When / What time **does** he / she start his / her shift?**Where / When **do** I / you / we / they work?***Yes / No questions*****Does** he / she like warm weather? Yes, he / she **does**.**No, he / she **doesn't**.****Do** I / you / we / they arrive early? Yes, I / you / we / they **do**.**No, I / you / we / they **don't**.*

[1.15] **Task 5** You are going to hear the next part of the text. Listen. Put the words below in the right order to make questions for the answers.

- | | |
|---|---------------------------------------|
| 1 their first call? / What time / they / do / get | At 01.20. |
| 2 problems / What kind of / the victim / have? / does | Mental health problems. |
| 3 do / next? / What / they / do | They get details of people she knows. |
| 4 do / find / they / the girl? / Where | At a neighbour's house. |
| 5 have on / her face? / does / she / What | Injuries. |

Reading Task 6 Read about the last part of Rita's shift. Can you guess the meaning of these words from the text?

escort (v) cut (n) offender (n) custody (n) witness (n) statement (n)

02.30

My partner and I go to visit the two nightclubs in our patrol zone. It's always a good idea to check how many customers they have. It gives you an idea of how many people will be on the street when the clubs close at 03.00. We talk to the door staff and then they ask us to wait. There is a problem in the bar - a fight. They escort two men out. One has a cut above his eye. The other, the barman tells us, is the offender. I take details and telephone the station to check if there is space in custody. Then, I arrest the man for assault and handcuff him. A male officer then searches him, and I take him into custody to book him in.

04.00

My partner goes back to the nightclub to get a witness statement to include in my paperwork. I type up my arrest statement and fill in all of the other paperwork.

07.15

The Patrol Sergeant checks my handover paperwork and I put my kit back in my locker. I can go home. I feel really tired, but happy. It's been a good night's work.

Task 7 Read the text again. Make questions for the answers below.

- | | |
|---|--------------------|
| 1 They go to visit two nightclubs in the patrol zone. | 4 For assault. |
| 2 The door staff. | 5 7.15. |
| 3 To check there is space in custody. | 6 Tired but happy. |

Speaking Task 8 Work in pairs. Student A turn to File 1 on page 102. Student B turn to File 2 on page 113. Ask each other questions to complete the information.

Policing the world

OBJECTIVES

- law enforcement agencies
- roles and responsibilities
- large numbers

Task 1 Read the three texts about law enforcement agencies. Which agency or agencies:

- 1 is/are military? _____
- 2 is civilian? _____
- 3 carries out peacekeeping missions? _____
- 4 is responsible for rescue operations at sea? _____
- 5 is part of community life? _____



CARABINIERI

SECTOR OF LAW ENFORCEMENT: The Carabinieri are the Italian national military police.

JURISDICTION: The Carabinieri police both the military and the civilian populations. They report to the Ministry of Internal Affairs and to the Ministry of Defence.

NUMBER OF PERSONNEL: 110,000

RESPONSIBILITIES: They control crime, maintain public order and serve the community. They also carry out peacekeeping operations. There are many specialist units in the Carabinieri. These units are trained to fight particular types of crime, like organized crime, kidnapping for ransom and other hostage situations.



THE JAPANESE POLICE

SECTOR OF LAW ENFORCEMENT: The Japanese Police are a civilian law enforcement organization. They do not report to government, but to an independent organization called the National Police Agency.

JURISDICTION: The Japanese Police enforce the laws of Japan according to the Japanese constitution.

NUMBER OF PERSONNEL: 230-250,000

RESPONSIBILITIES: The Japanese Police protect life and property, prevent and investigate crimes and are responsible for the maintenance of public order and safety. In addition to this, the police play an important part in community life in Japan: most officers serve at least two years in a Koban, or neighbourhood police post.



FINNISH BORDER GUARD (Suomen Rajavartiolaitos)

SECTOR OF LAW ENFORCEMENT: The Finnish Border Guard is a military organization responsible for the management and security of Finland's state borders.

JURISDICTION: They report to the Ministry of Internal Affairs and to the President of the Republic.

NUMBER OF PERSONNEL: 3,600

RESPONSIBILITIES: The main responsibility of the Finnish Border Guard is to guard the land borders and the territorial waters of Finland. They manage passport control at border crossing points, airports and ports and they investigate crimes related to border security. They also control customs at border crossing points where there are no customs authorities. In addition, they organize rescue operations at sea and in remote areas of Lapland.

Task 2 Read the texts again. Complete the sentences with the correct verbs. All the verbs are in the texts on page 12.

- 1 Civilian law enforcement agencies m_____ public order and s_____ their community.
- 2 The Japanese police e_____ the laws of Japan. One of their biggest responsibilities is to p_____ life and property.
- 3 The main responsibility of border guards is to g_____ borders; but they also sometimes c_____ customs.
- 4 The Finnish Border Guard also i_____ crimes related to border security.
- 5 Law enforcement agencies often have special units which f_____ particular types of crime, such as terrorism.
- 6 The Carabinieri sometimes c_____ o_____ peacekeeping operations.

Vocabulary

Task 3 Now complete the word-building table with words from the texts.

| Verb | Noun | Person / people |
|-------------|---------------|-----------------|
| organize | (1) _____ | organizer |
| authorize | authorization | (2) _____ |
| (3) _____ | maintenance | _____ |
| investigate | (4) _____ | investigator |
| (5) _____ | control | controller |
| secure | (6) _____ | _____ |
| (7) _____ | provision | provider |
| (8) _____ | protection | protector |

Pronunciation

Task 4 Work in pairs. Practise saying the figures in the margin.

*one million, seven hundred and sixty-four thousand, three hundred and sixty
one point six three three five two*

1,764,360

1,032,960

1.63352

36.1864

14,847

1.81103

[1.16] **Task 5** Complete Table 1 with the red figures. Complete Table 2 with the blue figures. Listen and check.

| 1 Average number of reported crimes | | | |
|-------------------------------------|---------------------------------|-------------------------------|---|
| | INDIA population = 1,129.9 m | JAPAN population = 127.5 m | SWITZERLAND population = 7.5 million |
| Total no. of crimes | 2,853,739 | | 307,631 |
| Crimes per capita | | 19.177 | |

| 2 Average number of police | | | |
|----------------------------|----------|---------|-------------|
| | INDIA | JAPAN | SWITZERLAND |
| Total no. of police | | 231,700 | |
| Police per capita | 0.956202 | | 1.9387617 |

Source: NationMaster.com, global statistics database

Speaking

Task 6 Work in pairs. Student A turn to File 3 on page 103. Student B turn to File 4 on page 109. Ask each other questions to complete the table.

2

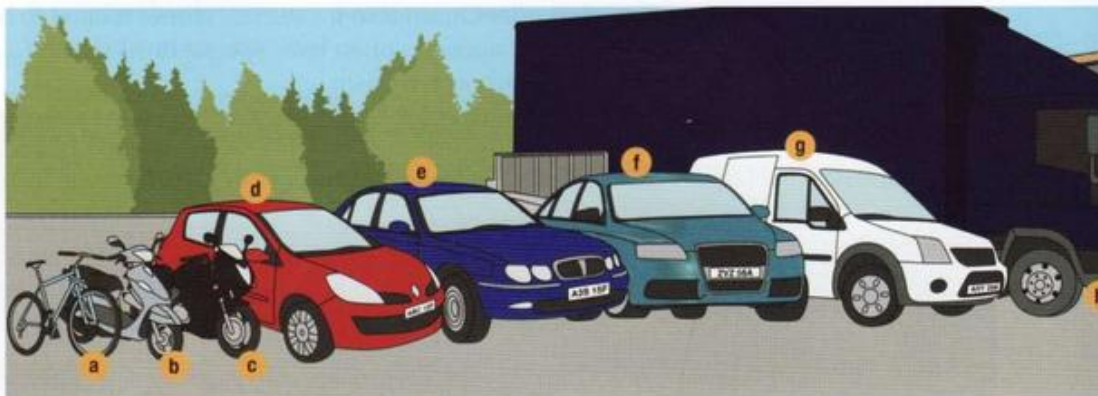
Traffic and vehicles

alpha

OBJECTIVES

- types of vehicle
- registration plates
- radio telephony alphabet

Is this your vehicle?



[1.17] Reading and listening

WORLD ENGLISH

UK lorry coach
US truck bus

Task 1 Listen and read the descriptions of the vehicles. Then match them with the pictures.

- | | |
|--------------------------------|----------------------------|
| 1 a white van | 6 a silver grey moped |
| 2 a metallic blue car | 7 a beige and orange coach |
| 3 a blue car | 8 a light blue bicycle |
| 4 an HGV (Heavy Goods Vehicle) | 9 a dark blue lorry |
| 5 a big, black motorcycle | 10 a small, red car |

Task 2 Match the words with the colours.



metallic green light green dark green silver grey bronze beige dark purple

Reading

Task 3 Look at the vehicle registration plates. Read the text on the opposite page and answer the questions.



- Find a different expression for 'registration plate'. l _____ p _____
- Find a word which means 'the size and style of printed letters'. t _____
- Which of these is NOT a correct format for an EU registration plate?

SUV X27

SUV X27

SUV X27

- | | | |
|------------------------------------|--------------------------------------|-------------------------------------|
| a blue background black letters | b yellow background black letters | c white background black letters |
|------------------------------------|--------------------------------------|-------------------------------------|

- Why are German licence plates special?

REGISTRATION PLATES

IN THE EUROPEAN UNION, vehicles have white or yellow licence plates. The format is the same for all vehicles. There is blue strip on the left of the plate. On the blue strip is the EU symbol of 12 yellow stars and the country code of the state in which the vehicle was registered. The letters on the plate are black and the background is white or reflective yellow.

know, please
The typeface for registration plates in Germany is a special one. It is designed to be very difficult to change: for example, it is impossible to change the O to a Q, or the P to an R. It is very easy for a radar or license-plate reading machine to read this typeface. However, it is more difficult for the human eye to read it because the letters are so narrow.



Task 4 Label the registration plates in task 3 with these countries. Which registration plates are from vehicles NOT registered in the European Union?

- | | | | |
|-----------|----------|----------|----------|
| 1 Germany | 3 Poland | 5 Brazil | 7 Russia |
| 2 Romania | 4 India | 6 China | 8 France |

[1.18] Pronunciation

Task 5 Listen to the word stress for the names of the countries in task 4. Write them in the correct column.

| ■ | ■ ■ | ■ ■ | ■ ■ ■ | ■ ■ ■ ■ |
|-------|----------------|-------|-------|--------------------|
| Spain | Japan Sudan | China | Italy | America Nigeria |

[1.19] Listen and check.

[1.20] **Task 6** Law enforcers often use the international radiotelephony alphabet for international communication. Listen and repeat.

| | | | | |
|-----------|----------|------------|-----------|----------|
| A Alpha | G Golf | M Mike | S Sierra | Y Yankee |
| B Bravo | H Hotel | N November | T Tango | Z Zulu |
| C Charlie | I India | O Oscar | U Uniform | |
| D Delta | J Juliet | P Papa | V Victor | |
| E Echo | K Kilo | Q Quebec | W Whiskey | |
| F Foxtrot | L Lima | R Romeo | X X-Ray | |

[1.21] Listening

Task 7 Listen and write the vehicle registration plates.

- | | | |
|---------|---------|---------|
| 1 _____ | 3 _____ | 5 _____ |
| 2 _____ | 4 _____ | 6 _____ |

Speaking

Task 8 Work in pairs. Look at the vehicles in task 1. Take it in turns to choose a vehicle and say the registration plate to your partner.

Stolen car!

OBJECTIVES

- stolen vehicle database
- vehicle descriptions
- present continuous: positive and negative

Reading Task 1 Complete the text about a database of stolen vehicles. Use these numbers.

151 4.8 million 37,000 2 26.4

INTERPOL's ASF-SMV database

- ▶ In the UK, a vehicle is stolen every (1) _____ minutes. In the US, this happens every (2) _____ seconds. The police find fewer than half of these vehicles.
- ▶ INTERPOL – the international criminal police organization – has an international database with details of stolen vehicles. This is the Automated Search Facility-Stolen Motor Vehicle (ASF-SMV) database.
- ▶ At the end of 2007, the database had more than (3) _____ records of reported stolen motor vehicles. (4) _____ countries use the database regularly.
- ▶ In 2007, the ASF-SMV database helped police to recover more than (5) _____ motor vehicles worldwide.

[1.22] Now listen and check.

Task 2 Look at the graph which shows vehicles stolen over the last 12 months. Answer the questions.

- The most stolen make of car is _____.
- The least stolen makes of car are _____ and _____.
- Why do you think this is?
- _____, the _____ and _____ are German cars.
- _____ and _____ are French makes of car, and _____ is Italian.
- The graph shows more _____ makes of car than any other.
- The Lada is a _____ car and the _____ is American.



What is the most stolen make of car in your country?

[1.23] **Pronunciation** Task 3 Listen to the word stress in these words. Write them in the correct column.

American British German Swiss Indian Taiwanese Romanian

| | | | | | |
|--------|---------|---------|---------|----------|---------|
| ■ | ■ ■ | ■ ■ | ■ ■ ■ | ■ ■ ■ | ■ ■ ■ ■ |
| French | Russian | Chinese | African | Japanese | Italian |
| | | | | | |

[1.24] **Listen and check.**

[1.25] **Listening** Task 4 Listen and complete the vehicle descriptions.

| | Vehicle 1 | Vehicle 2 | Vehicle 3 |
|-----------------------|-----------|-----------|-----------|
| Make and model: | | | |
| Colour: | | | |
| Licence plate number: | | | |
| Registered in: | | | |
| Registered to: | | | |

Speaking Task 5 Work in pairs. Student A turn to File 5 on page 103. Student B turn to File 6 on page 104. Take it in turns to describe the vehicles.

GRAMMAR present continuous: positive and negative

We use the present continuous tense to describe what is happening now.

Positive

I am driving along the motorway at the moment. (I am = I'm)

He / she is overtaking the car in front. (he is = he's, she is = she's)

You / we / they are driving too fast! (you are = you're, we are = we're, they are = they're)

Negative

I'm not driving too fast. The speed limit is 120 km per hour.

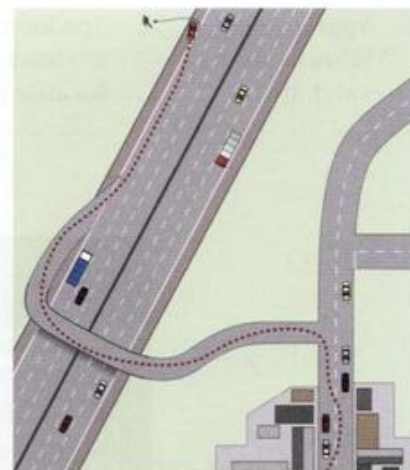
He / she isn't slowing down!

You / we / they aren't driving very well.

GRAMMAR

Writing Task 6 A police helicopter is following a stolen car. Look at the map and write what they are saying to Control. Then read the passage aloud to a partner.

- He / go / straight ahead. / He / leave / the town.
He's going straight ahead. He's leaving the town.
- He / drive / very fast / and / he / overtake / lots of vehicles. It's very dangerous.
- Now / he / turn left. / I think / he / go / in the direction of the motorway.
- Yes, / he / on the motorway. / He / go north / and he / not slow down.
- Now / he / begin / to slow down.
- The car / stop. / It has no more petrol.
- The driver / open / the door and he / get out.



OBJECTIVES

- parts of a car
- vehicle offences
- *must / mustn't*



WORLD ENGLISH

| UK | US |
|------------|------------|
| bonnet | hood |
| boot | trunk |
| windscreen | windshield |
| indicator | turn |
| lights | lights |
| driving | driver's |
| licence | license |
| tyre | tire |



1 Your driving licence is not valid. It is _____.

Vehicle check



Task 1 Work in pairs. Tell your partner about the car you drive (colour, year, make, model). Does it have any problems?

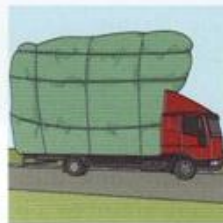
Task 2 Label the car in the picture. Use these words.

tyre bonnet windscreen steering wheel headlights fog lights mirror

[1.26] Listen and check.

Task 3 What are the problems? Complete the sentences. Use these words.

out of date don't work flat cracked overloaded



2 The lorry is too heavy because it's _____.



3 The driver can't see properly because his windscreen is _____.



4 The front right-hand tyre is completely _____.



5 This vehicle is dangerous. The headlights _____.

GRAMMAR *must / mustn't*

Must is the same in all persons.

I / you / he **must wear** a seatbelt.

We / you / they **must have** vehicle insurance.

I / you / he **mustn't exceed** the speed limit.

We / you / they **mustn't drive** without a seatbelt.

(= it's the law; it's **compulsory**)

(= it's against the law; it's **illegal**)

Task 4 Write positive (✓) and negative (X) sentences. Use *must* / *mustn't*.

- 1 Drivers / drive / on the right-hand side of the road. ✓
Drivers must drive on the right-hand side of the road.
- 2 You / drive / when you are drinking alcohol. X
- 3 Small children / sit / in the front seat / of the car. X
- 4 Vehicles / have / child seats / for small children. ✓
- 5 Motorcycle drivers / and passengers / wear helmets. ✓
- 6 You / drive at more than 50 km per hour on this road. X
- 7 You / use a mobile phone when you are driving. X

Task 5 Work in pairs. Talk about what drivers must and mustn't do in your country.



[1.27] Listening

Task 6 Listen to four conversations between law enforcers and drivers. Complete the table.

| | Conversation 1 | Conversation 2 | Conversation 3 | Conversation 4 |
|---------------------|----------------|----------------------|----------------|----------------|
| Where are they? | on a motorway | at a b _____ c _____ | on a motorway | on a motorway |
| What's the problem? | | | | |

[1.28] Task 7 Listen and complete these sentences from the conversations.

Conversation 1

- 1 Can I see your _____ and _____, please?
- 2 Do you _____ for children are compulsory in this country, madam?

Conversation 2

- 3 You must _____ at all times.
- 4 It's illegal to _____.

Conversation 3

- 5 The _____ isn't working, sir.
- 6 Can you _____ the car, please?

Conversation 4

- 7 I _____ you for dangerous driving.

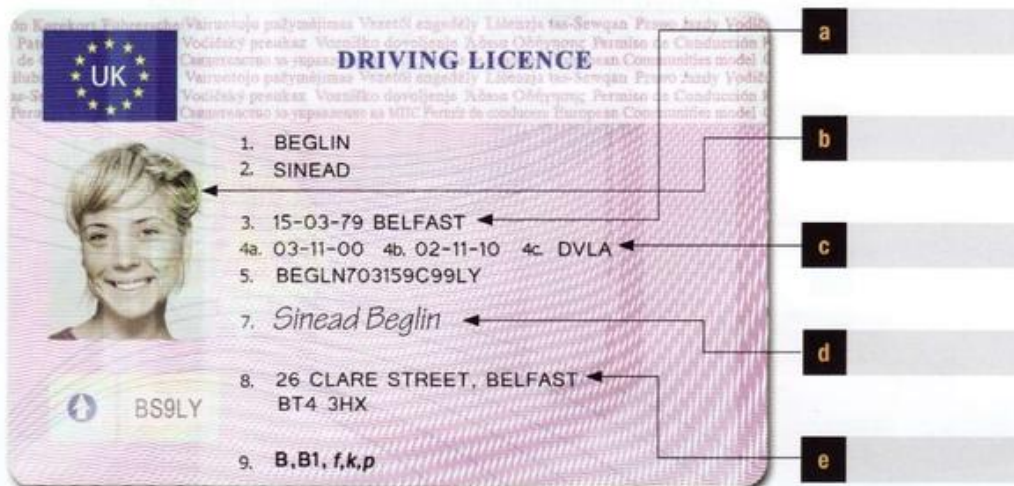
Speaking

Task 8 Write a conversation between a police officer and a driver. Work in pairs and read your dialogues.

Traffic offences and penalties

OBJECTIVES

- driving licences
- penalties
- have to / don't have to, may / might



Task 1 Look at the driving licence. Find the information.

- | | |
|----------------------------------|---------------------------------|
| 1 Name and surname of the driver | 4 Place of birth of the driver |
| 2 Nationality of the driver | 5 Date of expiry of the licence |
| 3 Date of birth of the driver | 6 Address of the driver |

Task 2 Label the licence. Use these words.

identity photo signature date of birth issuing body address

Speaking

Task 3 Write the questions you need to ask the driver to get the information in task 1.

Task 4 Work in pairs. Student A turn to File 7 on page 103, Student B turn to File 8 on page 104. Ask questions to complete your licences.

[1.29] **Listening**

Task 5 Listen to a UK police officer talking about driving offences and penalties in the UK. Complete the table.

Driving offences and penalties in Great Britain

| Offence | Penalty | Fine |
|---|---------------------------|-----------------|
| Causing death by dangerous driving | up to (1) _____ in prison | unlimited |
| Dangerous driving | lose (2) _____ | (3) _____ |
| Failure to stop or report an (4) _____ | up to (5) _____ in prison | up to £5,000 |
| Speeding offences | penalty points | up to (6) _____ |
| Drink driving | lose licence | up to (7) _____ |
| Using a mobile phone (car) | penalty points | up to £1,000 |
| Using a mobile phone ((8) _____ or bus) | penalty points | up to (9) _____ |

WORLD ENGLISH

| | |
|-----------|-----------|
| UK | US |
| drink | drunk |
| driving | driving |

GRAMMAR *have to / don't have to and may / might*

We use *have to* to talk about rules or things that are necessary. It isn't as strong as *must*.

I / you / we / they **have to stop**. He / she **has to wait**.

I / you / we / they **don't have to stop**. He / she **doesn't have to wait**.

Do I / you / we / they **have to have insurance**? Yes, they **do**. / No, they **don't**.

Does he / she **have to pay the fine**? Yes, he **does**. / No, he **doesn't**.

We use *may / might* for possibilities, or things that can happen.

If you drive too fast, you **may / might** have an accident.

If he doesn't have a licence, he **might** be arrested.

GRAMMAR

Task 6 Make true sentences about driving offences and penalties in your country. Use *have to* or *may / might* and these expressions.

pay a fine lose your licence (permanently / temporarily) go to prison
get penalty points on your licence take a driving test wear seatbelts

- 1 If you park in a non-stopping area, you _____.
- 2 If you drink and drive, you _____.
- 3 If you exceed the speed limit, you _____.
- 4 If you want to drive, you _____.
- 5 All your passengers _____.
- 6 If you cause an accident by dangerous driving, you _____.

Speaking

Task 7 Work in pairs. Student A look at this text about unusual driving laws. Student B look at File 9 on page 102. Ask each other questions to complete your text. Use a dictionary and be prepared to explain difficult words to your partner in English!

What do taxi drivers have to carry in Australia? What can't drivers do in Alaska?



Unusual driving laws of the world

Some parts of the world have unusual driving laws. Some of these laws seem strange because they are very old – others just seem strange!

- 1 If taxi drivers in Finland play music in their cars while they are driving customers, they have to _____.
- 2 Luckily for dogs, in Alaska, it is illegal to tie a dog to the roof of the car.
- 3 Women, if you go for a drive in California, don't forget that it is illegal to drive a car if you are wearing a housecoat. It is also useful to know that the speed limit for a vehicle without a driver is 60 miles / 80 km an hour!
- 4 If you take a taxi in Australia, ask the driver what is in the boot / trunk of the car. By law, it is compulsory for taxis to _____.
- 5 Drivers in New Jersey will be happy to know that it is illegal to plant trees in the middle of the road.
- 6 If you go to New York, make sure you are happy with what you are wearing before you drive into town. It is illegal to _____.
- 7 You have to think fast if you are driving in Oregon. In this American state, you can _____.
- 8 It is not illegal to drink beer in Rhode Island but it is illegal to drive with beer in your car. Even if the beer isn't open, this is still an offence.

3

Out in the community

alpha

Anti-social behaviour

OBJECTIVES

- vocabulary for anti-social behaviour
- describing a community
- collocations

Anti-social behaviour is any activity that affects members of the community in a negative way. Anti-social behaviour destroys community life.

UK Home Office website (adapted)

Speaking

Task 1 Work in pairs. Look at the photograph. Read the definition. What do *you* think anti-social behaviour is? Think of at least three examples from your own country or community.

Task 2 Match the words with the pictures.



- | | |
|------------------------|--------------------------------------|
| 1 vandalizing property | 5 making noise |
| 2 dumping rubbish | 6 starting a fire |
| 3 an abandoned vehicle | 7 intimidating or threatening people |
| 4 spraying graffiti | 8 dealing drugs |

Reading

Task 3 Read the police report about anti-social behaviour on a housing estate in Sweden and answer the questions.

- Find these words in the text. Match the words with the correct meanings.

| | |
|--------------------------|---|
| 1 a resident (n) | a a person who comes from abroad to live in a country |
| 2 an immigrant (n) | b places to go / things to do in your free time |
| 3 unemployed (adj) | c a person who lives (resides) in a place |
| 4 leisure facilities (n) | d not having a job / without work |
- Find three types of people who live on the estate.
- What do the young people on the estate NOT have?
- Find a type of anti-social behaviour that is NOT mentioned in task 2.

POLICE REPORT

GULBERGEN ESTATE Vendelbro Kommun, Stockholm

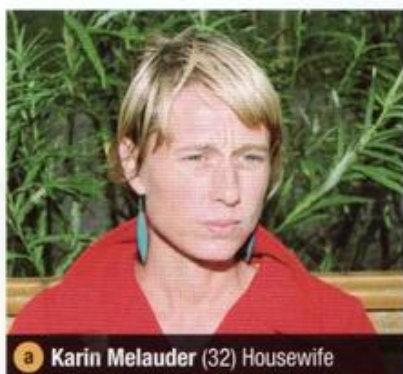
Problem

In November of last year, Gulbergen Housing Estate was the main centre for anti-social behaviour in the area. Our community police officers now have regular contact with local residents. The major problems are: smoking and selling drugs, spraying graffiti on walls, vandalizing property, racial harassment and threatening behaviour / intimidation of residents.

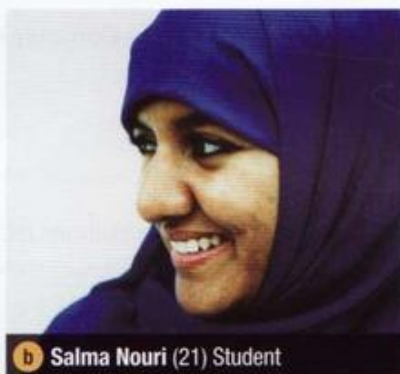
Background

- The residents of the estate are elderly people, young families and a large number of immigrants.
- There is a large number of young people (aged 16–25) on the estate, but there are no leisure facilities for this age group.
- There is a significant number of long-term unemployed estate residents.

Speaking Task 4 Work in pairs. Look at the profiles of three Gulbergen residents. What types of anti-social behaviour could be a problem for them?



a Karin Melauder (32) Housewife



b Salma Nouri (21) Student



c Canutus Ekman (75) Teacher (retired)

[1.30] Listening

Task 5 Check the meaning of the words in the box. Listen to the three residents from task 4 talking about problems on the estate. Answer the questions.

be afraid of a teenager a flat be worried about a neighbour

- Which resident is speaking? 1 _____ 2 _____ 3 _____
- Who:

| | |
|---|----------------------------------|
| a can't sleep at night? | d is afraid of the young people? |
| b has a problem with racial harassment? | e is afraid of the dogs? |
| c is worried about drugs? | |

Vocabulary

Task 6 Complete the sentences with these verbs. Use the present continuous tense.

play harass dump deal start spray vandalize break

- I'm really worried. I think my neighbour _____ drugs.
- Look! Those teenagers over there _____ graffiti all over the walls.
- The residents in those flats _____ loud music again, and it's 1.30 a.m.
- I think those two young men _____ that woman – they're following her and shouting.
- Some children _____ a fire in that abandoned car.
- He's taking all that rubbish out of his garden and he _____ it in the street.
- Police – come quickly! A group of boys _____ the school buildings. They _____ all the windows.

OBJECTIVES

- community policing vocabulary
- can / can't
- present continuous questions

Police Community Support Officer



Reading

Task 1 Complete the text about Police Community Support Officers in the UK. Underline the correct verbs.

FACTFILE: PCSOs

In Great Britain, Police Community Support Officers (PCSOs) work on the front line of their local police force. They (1) *provide* / *work* a visible, uniformed presence on the streets and also (2) *provide* / *deal* with anti-social behaviour.

PCSOs have different roles in different forces, but they always (3) *deal with* / *work* in close co-operation with the public and local residents. They normally (4) *visit* / *patrol* a beat and so (5) *get to know* / *work* all the people in an area. They (6) *visit* / *provide* schools, speak to young people about crime and the law and they help co-ordinate crime prevention activities.

[1.31] Listen and check.

GRAMMAR *can / can't*

We use *can / can't* to talk about what is / is not possible.

PCSOs *can* remove abandoned vehicles. (= it is their job)

PCSOs *can't* arrest people. (= it isn't their job) NOT *don't can*

We also use *can / can't* to say that something is / is not permitted.

I / you / he / she / we / they *can* park in this area between the hours of 8.00 to 10.00.

I / you / he / she / we / they *can't* dump rubbish here.

[1.32] Listening

Task 2 Listen to PCSO Anna Hislop talk about her job. Answer the questions.

- What does Anna like about her job?
- Complete the sentences about what she can and can't do.
 - She _____ arrest people.
 - She _____ interview suspects.
 - She _____ issue warnings and fines.
 - She _____ confiscate alcohol and tobacco.
 - She _____ deal with minor offences.
- What vehicle and equipment does she have?

Vocabulary **Task 3** Complete the word-building table with words from task 1 and task 2.

| Verb | Noun | Noun (person) |
|------------------------------------|---|---------------|
| to warn | (1) _____ | |
| to (2) _____ | provision | |
| to prevent | (3) _____ | |
| to offend | (4) _____ | offender |
| to (5) _____ | co-ordination | co-ordinator |
| to suspect (a person) of something | suspicion e.g. I am arresting you on suspicion of | (6) _____ |

[1.33]  **Listening**

Task 4 Look at Anna's duties for today. Listen to five short recordings. Where is Anna, and what is she doing? Number the situations in the order you hear them.

_____ school visit – anti-social behaviour talk

_____ house-to-house enquiries – vehicle crime

_____ shopping centre – CCTV

_____ meeting – crime prevention committee

_____ patrol town centre


GRAMMAR present continuous: questions

Which groups of residents **are** you / we / they **getting** to know?

What **is** he / she **talking** about?

Is she **interviewing** the suspect now? Yes, **she is**. / No, **she isn't**.

Are they **abandoning** that car? Yes, **they are**. / No, **they aren't**.

[1.33]  **Task 5** Listen again. Make questions in the present continuous tense for the answers below.

- What / she / enquire about?
Recent car crime.
- Which area / she / patrol?
The town centre.
- Who / she / issue a warning to?
A group of teenagers.
- What / they / do?
They're skateboarding.
- Why / crime prevention committee / have a meeting?
Because the residents are worried about the increase in rubbish dumping.
- Where / she / watch CCTV footage?
At the local shopping centre.
- Who / she / try to identify?
A local resident who is the suspect in a crime.
- Who / she / talk to?
A group of school children.

Speaking

Task 6 Student A turn to File 10 on page 111. Student B turn to File 11 on page 105. Ask each other questions to find the differences between your pictures.

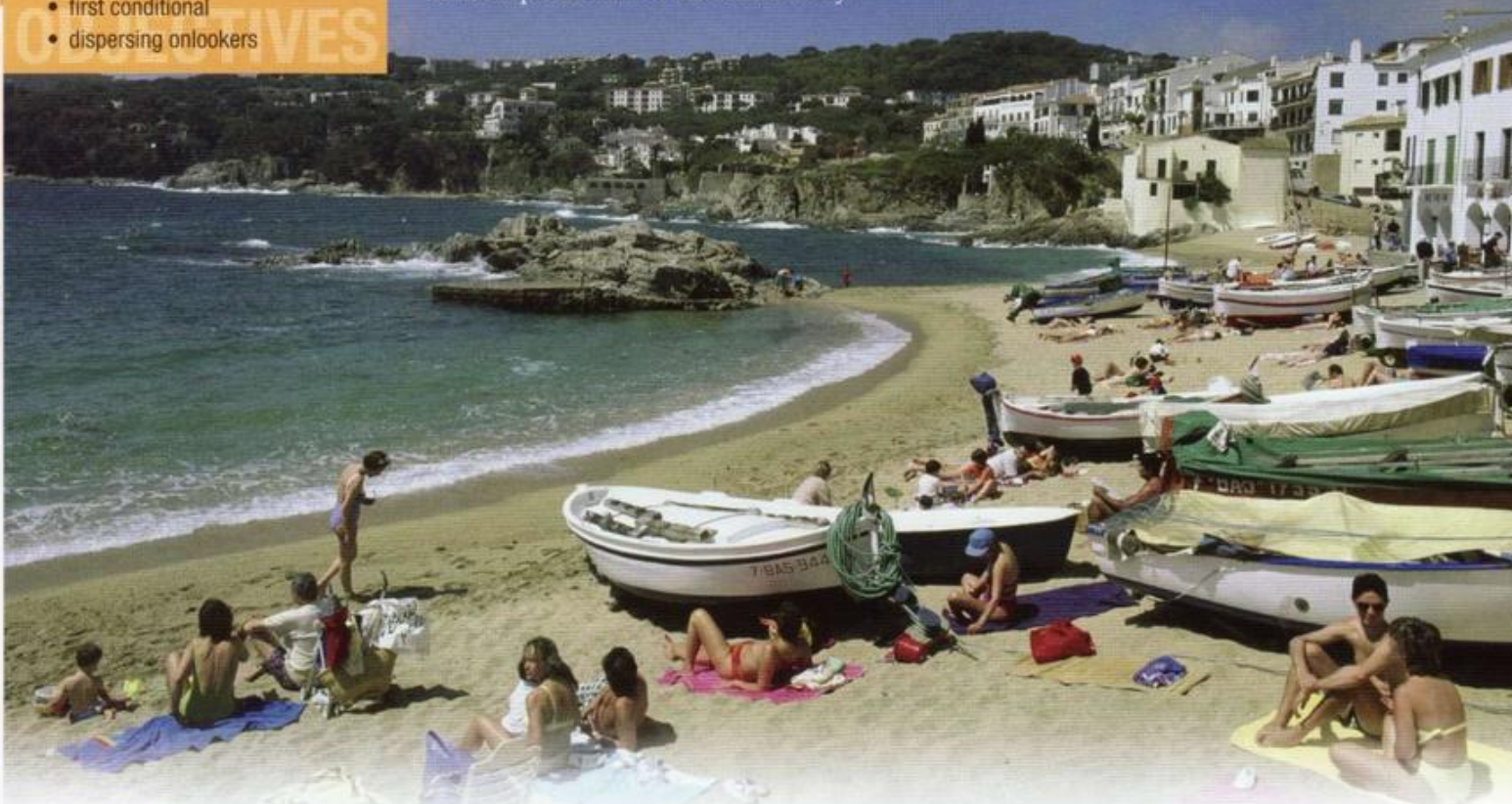
Tourists behaving badly

OBJECTIVES

- responding to anti-social behaviour
- giving orders and warnings
- first conditional
- dispersing onlookers

SANTA LUISA

Santa Luisa (population 80,000) is a seaside town on the Mediterranean coast. Originally a poor fishing village, Santa Luisa has become a prosperous tourist resort. Tourism brings money and business to the town, but tourists are beginning to cause serious problems for the community.



- Speaking** Task 1 Work in pairs. Look at the pictures and read the the text about Santa Luisa above. What kind of problems do you think tourists bring? Do tourists cause problems in your community?
- Reading** Task 2 Read about the problem and what the police are doing. Complete the next part of the text. Underline the correct verbs.

SANTA LUISA is popular for stag and hen parties*. The result is that large groups of young people (1) *party / arrive* in town and (2) *party / deal* all night. Rowdy and drunken behaviour is common. The bars and night clubs have also become places where people (3) *deal / make* drugs and there are beggars and pickpockets on the streets.

But things are changing. The local police are now sending extra personnel to the town centre so more officers are (4) *patrolling / going* the streets. They're arresting drunken offenders and (5) *confiscating / stopping* the alcohol. They're also (6) *stopping / taking* people who deal drugs and are (7) *confiscating / removing* the beggars from the tourist areas.

* Stag and hen parties: large groups of young men (stags) and women (hens) celebrating before one of the group gets married

[1.34] Listening

Task 3 Listen to a call to the control centre at Santa Luisa police station. Answer the questions.

- 1 Why is the woman in Santa Luisa?
- 2 Where is she calling from?
- 3 What languages can she speak?
- 4 What are the men doing with the chairs?
- 5 What is the officer doing now?

hit fight
cells owner

[1.35] **Task 4** Check the meaning of the words in the margin. Then listen to what happens when the police arrive. Choose the correct answer.

- 1 Police: OK, everybody. Stand _____.! Come on, now.
a out b off c back
- 2 Police: Come on, guys. Quieten _____.!
a down b up c off
- 3 Police: That's enough! Break it _____, you two. What's the problem here?
a out b off c up
- 4 And if you don't move _____ right now, we'll arrest you!
a off b along c through
- 5 If you don't pay, I'll arrest you. You'll get in the car now and you'll spend the night in the cells. It's _____ to you.
a in b by c up

Task 5 Which expression from task 4 can you use when you:

- | | |
|----------------------------------|--------------------------------|
| 1 want people to be quiet? _____ | 4 want to stop a fight? _____ |
| 2 need space? _____ | 5 give someone a choice? _____ |
| 3 want people to leave? _____ | |

GRAMMAR first conditional

We use the first conditional to talk about possible actions and consequences.

if + present simple tense for the possible action, *will* + verb for the consequences

If he does that again, they'll (= they will) arrest him.

If you guys don't quieten down, we'll (= we will) take you both to the station.

We can also put the *if*-clause at the end.

We'll arrest you if you don't move along right now.

I won't issue a fine if you pay for the damage now.

GRAMMAR

Task 6 Use the prompts to make sentences.

- 1 If / you / harass / them again, I / arrest you
If you harass them again, I'll arrest you.
- 2 He / go to prison / if he / break / the law again
- 3 If / the teenagers / buy alcohol, the police / confiscate it
- 4 If / you / dump rubbish / here again, we / fine you
- 5 Her father / give her a car / if / she / pass her driving test
- 6 If / they / not stop / making / a noise, I / ask them to move along
- 7 If / the young men / drink too much, the police / tell them to leave
- 8 She / have to pay a fine / if / she / park there
- 9 If / he / hit her again, I / have to take him back to the station



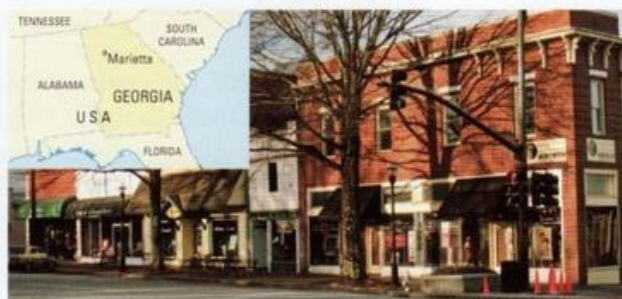
Case studies in community policing

OBJECTIVES

- community policing
- past simple: *be*
- past simple: regular verbs

Community policing is when law enforcers and community members work together to solve community problems related to crime, fear of crime and social disorder.

Handbook of International Law Enforcement



Speaking

Task 1 Work in pairs. Read the definition of community policing and discuss the questions.

- 1 What is your personal experience of community policing? Do you think it works well in practice?
- 2 Look at the maps. You are going to look at community policing case studies in Marietta and Isiolo. What do you know about these parts of the world?

Reading

Task 2 Read the background to a community policing case study in Isiolo, Kenya. Underline the verbs in the past tense.

ISIOLO

Five years ago, Isiolo was the 'arms supermarket' of Kenya. The town was dangerous and the area was unstable. Relationships between the police and local residents weren't good. People were afraid of the police and there was a lot of crime, particularly arms dealing and large-scale commercial cattle-rustling*.

*cattle-rustling = the crime of stealing cows

Task 3 Now read the Grammar box and complete the background to the community policing case study in Marietta, Georgia. Use the correct past form of *be*.

MARIETTA

Ten years ago, Marietta, near Atlanta in the US state of Georgia, (1) _____ (not be) a difficult place to live in. Crime levels (2) _____ (be) no higher than in other towns in the US. But there (3) _____ (be) no real communication between the police and the people in the community. The police answered 911 emergency calls, but they (4) _____ (not be) very visible in the community: they (5) _____ (not be) a part of community life.

[1.36] Listen and check your answers.

GRAMMAR past simple: *be*

The past simple tense of *be* is *was* / *were*.

I / you / he / she was / wasn't (= was not) on patrol in the city centre last night.

You / we / they were / weren't (= were not) responsible for parking.

Questions

Who was she with? Where were you? Why was he late? What were the results?

Was it / Were they good? Yes, it was. / they were / No, it wasn't / they weren't.

Task 4 Now read what happened next. Underline the verbs.

In both Marietta and Isiolo, the police decided to work closely with local government and members of the community. They started to have meetings with local government and community representatives. At the meetings, they discussed the community's problems and shared responsibility for solving the problems.

GRAMMAR past simple: regular verbs

To form the past tense of regular verbs, add **-ed** to the infinitive.

*I / you / he / she / we / they **worked** very hard yesterday.*

*I / you / he / she / we / they **arrested** lots of criminals.*

To form questions and negatives, use **did** / **didn't** (= did not) + infinitive.

*I / you / he / she / we / they **didn't discuss** the problem.*

*What **did** you **discuss**? How late **did** you **work**?*



Betty Sue Dixon



Nderu Kimani

[1.37] **Listening**

Task 5 Listen to Betty Sue Dixon, a Marietta resident, describe some of the results of the community policing project. Complete the sentences with the past simple tense of these verbs.

paint repair crack down expect close not expect arrest

- 1 We _____ quality of life to improve in the community.
- 2 But we _____ just *how* much better it would make life in our city.
- 3 They _____ vandalized buildings and _____ over graffiti.
- 4 The police _____ the drug dealers and prostitutes in the streets.
- 5 They _____ illegal businesses.
- 6 They really _____ on car crime.

[1.38] **Listening**

Task 6 Now listen to Nderu Kimani, a police sergeant in Isiolo, and match the sentence halves.

- | | |
|--|--|
| 1 We just didn't trust | a arms dealers. |
| 2 I was really happy when things started | b to build new houses for officers. |
| 3 We really cracked down on | c the market place. |
| 4 We arrested a lot of known | d to change. |
| 5 We closed | e the police station. |
| 6 We patrolled | f the place they used as an arms market. |
| 7 Members of the community painted | g each other. |
| 8 They helped | h arms dealing. |

Speaking

Task 7 Work in pairs. Take it in turns to tell each other at least three things you did in relation to law enforcement in the community. Report back to the class.

4

Emergency call

alpha

Answering a call

OBJECTIVES

- answering an emergency call
- types of emergency
- calming down / reassuring



Task 1 Label the emergency services. Use these words.

ambulance police fire department

WORLD ENGLISH

| UK | US | Europe |
|-----|-----|--------|
| 999 | 911 | 112 |

What is the emergency number in your country?

Task 2 Work in pairs. In your country, which emergency service(s) attend these things?

- | | |
|------------------------------------|---|
| 1 a car accident | 5 a suicide on the underground / subway |
| 2 a violent crime | 6 a bomb explosion |
| 3 somebody collapses in the street | 7 a traffic lights failure |
| 4 a house fire | 8 a HAZMAT* incident |

*HAZMAT = Hazardous Materials

Task 3 What can a police dispatch controller say to reassure a caller? Match the expressions.

- | | |
|-----------------------|--|
| 1 a frightened caller | a Calm down. / Try to calm down. |
| 2 a worried caller | b We are doing what we can. |
| 3 an angry caller | c Try not to worry / Please don't worry. |
| 4 an impatient caller | d It's OK. Don't be frightened. |

Task 4 You are going to listen to an emergency call. Before you listen, check the meaning of these words.

ex-husband hide lock weapon firearm break in

What type of emergency do you think it is? Exchange ideas with a partner.

[1.39] Listening

Task 5 Listen to the call. Complete the details below on the CAD (computer-aided dispatch) screen in the police control centre.

Listen again and answer the questions.

- 1 Who is with the caller?
- 2 What are they doing upstairs?
- 3 Where is the offender?
- 4 What happens when he drinks a lot of alcohol?
- 5 What weapons are there in the house? Where?



| | |
|--------------------|-----------------------|
| TIME OF CALL: | 21.50 |
| TYPE OF EMERGENCY: | break-in by _____ |
| NAME OF CALLER: | Stella _____ |
| ADDRESS: | _____ Cunnington Road |

[1.39] Listening

Task 6 Listen again. Complete the questions the dispatch controller asks and the expressions he uses to reassure the caller.

- 1 Try not to _____, Mrs Ward, the police are _____. Someone will be with you very soon.
- 2 Has your ex-husband been _____ towards her in the past?
- 3 Does he possess any _____ or _____?
- 4 Has he been _____ or using drugs?
- 5 Try to _____ for me, Mrs Ward.

Speaking

Task 7 Work in pairs. Student A turn to File 12 on page 105. Student B turn to File 13 on page 106. Practise the emergency calls. Use the expressions from task 6 to reassure the caller.

Speaking

Task 8 Read the the extract from police blog and discuss the questions in pairs.

- 1 What is a P1? What is a P1 for you in your job?
- 2 What is an 'outstanding call'?
- 3 Do you have weekends like this? Tell your partner.



OBJECTIVES

- describing an assault
- describing an assailant
- past continuous

Violence against the person



Speaking

Task 1 Where is the woman and what is she doing? Read the events in the story and put them in the correct order. Underline the verbs. What tense are they in?

- _____ I said 'no', so one of the girls pushed me and grabbed my bag.
- _____ A group of girls came up behind me in the street.
- _____ I fell down and the girls ran away.
- _____ I took some money out at an ATM.
- _____ The girls demanded the money.

[1.40] **Task 2** Check the meaning of the verbs in the box. Then read and listen to the story of the assault. Underline the verbs in the past simple tense.

be in a hurry kick follow hold (past *held*) on to fall (past *fell*) down shout stamp



ASSAULT AT AN ATM

I was taking some money out at the ATM across the street from the subway station when a group of girls came up behind me. I think there were three of them. I was in a hurry and I didn't notice, but they were watching me. I took the money and started to walk towards the subway. The girls followed me and demanded the money. I said 'no', so one of them pushed me and grabbed my bag. I fell down, but I still held on to the strap of my bag, so another girl kicked me and stamped on my hand. I was shouting and a lot of people were coming out of the subway station then, so the girls ran away.

Task 3 Read the Grammar box. Then find and underline four verbs in the text in the past continuous tense.

GRAMMAR past continuous

We use the past continuous tense to describe a situation in progress in the past.

I / he / she **was / wasn't taking** money out (when the girls arrived).

You / we / they **were / weren't watching** me when (when I took the money).

Question forms

What **were** you / we / they **doing** / Where **was** he / she **going** when I arrived?

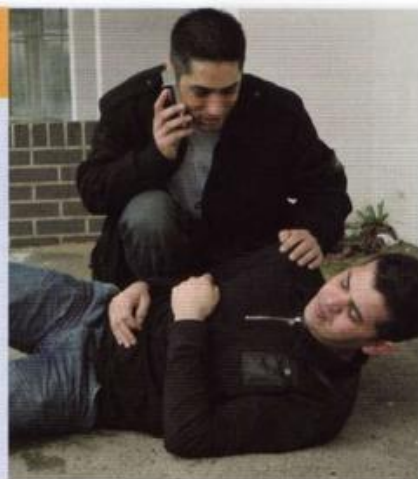
Were they **patrolling** that area? Yes, **they were**. / No, **they weren't**.

an assailant
to look
(happy /
frightened,
etc.)
to stab

[1.41] **Task 4** Check the meaning of the words in the margin. Read and listen to the description of another assault. Then match the questions with the answers. Practise the conversation with a partner.

KEBAB SHOP ATTACK

I was walking home with my brother after work. As we were going past the kebab shop, this boy came out and stopped us. He was quite tall and was wearing a red jacket. I didn't recognize him, but my brother did, and he looked frightened. He grabbed my brother's arm and they started to fight. The other boy was shouting something, but I don't know what. My brother pushed him really hard and he fell down. When he got up, he had a knife. He stabbed my brother in the chest, kicked him and then he ran away.



- | | |
|--|---|
| 1 What were you doing when the assault happened? | a I didn't, but my brother did. |
| 2 What did the assailant look like? | b Yes, he had a knife. |
| 3 Did you recognize your brother's assailant? | c We were just walking home after work. |
| 4 Where were you when the assault happened? | d Quite tall, black hair, wearing a red jacket. |
| 5 Did the assailant have a weapon? | e Yes, we needed an ambulance. |
| 6 Did you or your brother have any injuries? | f We were right in front of the kebab shop. |

Writing Task 5 Rewrite the text as a report in the third person. Use the terms 'the assailant(s)', 'the offender(s)', 'the victim' and 'the witness' where possible.

The witness was walking home with the victim after work.

Speaking Task 6 Practise taking a statement. Work in pairs. Complete the questions below. Then Student A turn to File 14 on page 106. Student B turn to File 15 on page 108.

ASSAULT AND VIOLENCE AGAINST THE PERSON

Are the offenders at the scene now?

Offender not at scene

Reassure the caller that the police are on their way. Obtain further details.

- Offender / use / weapon? (*past simple*)
- Offender / threaten / violence? (*present continuous*)
- Where / incident / happen? When / incident / happen? (*past simple*)
- Which direction / offenders / go in / when / leave? (*past simple*)
- How many offenders? On foot / in vehicle? (*past simple: 'be'*)
- Can you describe the offenders (sex, age, height) and vehicle (colour, model, make)? (*present simple*)
- What / wear? (*past continuous*)
- You / have / injuries? You / need ambulance? (*present simple*)
- Witnesses? (*present simple: 'be'*)
- Where / you now? (*present simple: 'be'*)

Offender at the scene now

If yes and the location is known, create an immediate incident now

Road traffic accident

OBJECTIVES

- past simple v past continuous
- describing an accident
- dealing with injuries

Task 1 Look at the pictures. Complete the descriptions of the accidents. Use the verbs below in the past simple or past continuous tense.



not see collide overtake

- 1 The driver _____ the car in front of him and he _____ the vehicle coming in the opposite direction. The two cars _____.



have to crash drive

- 2 He _____ slowly but he was too close to the vehicle in front of him. This vehicle _____ brake suddenly so he _____ into the back of it.



crash talk not watch

- 3 She _____ on her mobile phone so she _____ the road at the intersection. She pulled out in front of another car. The second vehicle _____ into her.



brake skid drive

- 4 It was raining and he _____ much too fast. He _____ suddenly and his vehicle _____ and came off the motorway.

WORLD ENGLISH

UK

motorway

crossroads

mobile phone

US

highway / freeway

intersection

cell phone

[1.42] Listening

Task 2 Listen to two accident reports. Complete the table. Which accidents from task 1 are they describing?

| | Report 1 | Report 2 |
|-----------------------------|--|---|
| Time of accident | 18.35 | 19.40 |
| Place of accident | Exit (1) _____ of Highway (2) _____ north to Daytona | Ocala Interstate (8) _____ miles south of the service station |
| Injuries | (3) _____ injuries | Driver 1: not stated Driver 2: (9) _____ |
| Number of vehicles involved | (4) _____ | (10) _____ |
| Number of witnesses | (5) _____ | (11) _____ |
| Description of vehicle(s) | (6) _____ | (12) _____ _____ _____ |
| Registration number(s) | (7) _____ | (13) _____ _____ _____ |

to breathe
to bleed
unconscious

[1.43] **Task 3** Check the meaning of the words in the margin. Listen to what happens when the police arrive at the scene of the second accident. Then choose the correct answer.

- 1 There are *two men* / *a man and a woman* in the car.
- 2 Marco has *a leg injury* / *a head injury*.
- 3 The second person in the car is *conscious* / *unconscious*.
- 4 The policeman first asks if the second person in the car is *breathing* / *bleeding*.
- 5 Then the policeman asks if the person is *bleeding* / *breathing*.
- 6 The second person in the car has *a head injury* / *no injuries*.

[1.43] **Task 4** Listen again. Complete the dialogue. Use these words.

hurt bleeding hurts blood broken unconscious breathing x2

Officer Are you injured? Does anything (1) _____?

Marco My leg (2) _____. I can't move it. I think it's (3) _____.

Officer Don't move, Marco. It's very important to keep still. The ambulance is on its way. Don't worry, we'll get you out of there soon. Is there another person with you?

Marco There is my friend – she's (4) _____.

Officer Is she (5) _____ normally? Can you see?

Marco Yes, I think she is (6) _____. But there is a lot of (7) _____.

Officer Is she still (8) _____, Marco? Where's the blood coming from?

Marco She's bleeding from a cut on her head.

Officer If I pass you something Marco, can you put it on the cut on her head? We need to try to stop the bleeding.

Now practise the dialogue with a partner.

Vocabulary

Task 5 Complete the sentences. Use the correct form of words from the table.

| Verb | Noun | Adjective |
|---|---------------|--|
| to injure | an injury | injured – e.g. <i>Her legs are injured.</i> |
| to bleed (past <i>bled</i>) | blood | bloody – e.g. <i>a bloody cut</i> |
| to cut (past <i>cut</i>) | a cut | |
| to breathe | a breath | |
| to break (past <i>broke</i>) | a break | broken – e.g. <i>a broken leg / bone</i> |
| to lose (past <i>lost</i>) consciousness | consciousness | (un)conscious – e.g. <i>The driver is unconscious.</i> |

- 1 The driver of the vehicle had serious _____ and was taken to hospital.
- 2 He hit his head on the windscreen and lost _____.
- 3 He's badly injured. He is still _____, but he might not survive.
- 4 Can you _____ into this bag, please, sir?
- 5 She cut her hand and it _____ a lot.
- 6 He fell and _____ two bones in his leg.

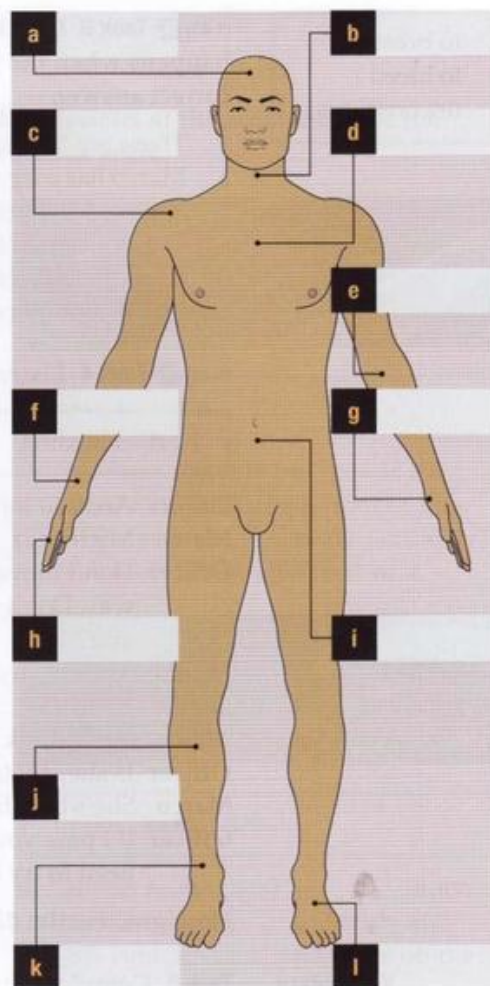
Speaking

Task 6 Work in pairs. Student A turn to File 16 on page 107. Student B turn to File 17 on page 108. Ask each other questions to complete the accident file.

OBJECTIVES

- anatomy
- injuries
- types of abuse

Domestic abuse



Vocabulary

Task 1 Match the injuries in picture 1 with these words

- 1 a break (adj *broken*) _____
- 2 a bruise (adj *bruised*) _____
- 3 a fracture (adj *fractured*) _____
- 4 a black eye _____
- 5 a cut (adj *cut*) _____

Task 2 Label the body parts in picture 2. Use these words.

head neck arm chest abdomen shoulder leg hand foot wrist
ankle finger



Task 3 Look at the picture of a hospital emergency department and complete the sentences.

- 1 The young man has a _____ on his _____ which is bleeding heavily.
- 2 The older man has cut on his _____.
- 3 The older man has a fractured _____ and is wearing a bandage.
- 4 The young man has pains in his _____ and has difficulty breathing.
- 5 The woman has a big _____ on her _____.
- 6 The woman has a broken _____ and can't walk.

[1.44] Listen and check.

Reading Task 4 Read the text and answer the questions.

DOMESTIC ABUSE



is a type of behaviour

in which the offender uses physical or emotional violence to gain and maintain control in a relationship. Abuse might be continuous, or it might be a single incident of *assault*.

Abuse can include:

- *battery*: hitting, pushing, kicking, etc.
- *threats*: direct intentions to harm the victim or the family
- *rape*: forcing unwanted sexual acts
- *harassment*: waiting outside workplace or home, making repeated phone calls or sending abusive emails to the victim or their family, friends or colleagues.

Domestic violence is still the leading cause of injury to females. Every 12 seconds, somewhere in the world a woman suffers some kind of domestic abuse. Every 46 seconds a woman is raped.

- 1 Are the five offences in *italics* in the text also offences in your country?
- 2 Which is the most serious? Which is the least serious?
- 3 Complete the word-building table with the correct form of the words.

| Verb | Noun (crime / offence) | Noun (criminal / offender) |
|--------------|------------------------|----------------------------|
| to assault | (1) _____ | (2) _____ |
| to harass | (3) _____ | harasser |
| to batter | (4) _____ | _____ |
| to (5) _____ | (6) _____ | rapist |
| to abuse | (7) _____ | abuser |

[1.45] Listening

Task 5 Listen to three domestic abuse incidents. Answer the questions.

- 1 Where are the speakers? Choose the correct answer.
Incident 1 a at the victim's home b at the police station c in court
Incident 2 a at the victim's home b at the police station c in court
Incident 3 a at the victim's home b at the police station c in court
- 2 Who is speaking? Choose the correct answer(s).
Incident 1 a police officer b victim c neighbour d lawyer
Incident 2 a police officer b victim c neighbour d lawyer
Incident 3 a police officer b victim c neighbour d lawyer
- 3 What injuries do the victims have? Complete the sentences.
Incident 1 Monica is _____ from the _____ and has _____ on both her _____.
Incident 2 Fatima was punched in the _____ and kicked in the _____. Her _____ is probably broken.
Incident 3 Daphne's left _____ is broken. Two of her _____ are also _____.

Speaking

Task 6 Work in pairs. Look at the list of things to do on arrival at the scene of a domestic abuse incident. Discuss and decide what is the best order. Complete the checklist in File 27 on page 110. Write complete sentences. Compare your checklist with another pair.

Checklist for actions on arrival at the scene

On arrival at the scene, to ensure the safety of victim(s) and children and to preserve evidence, officers should:

5

Crimes against property

alpha

Reporting a theft

OBJECTIVES

- talking about theft crimes
- review: past simple v past continuous
- theft report form

Vocabulary

Task 1 Complete the sentences. Use words from the table.

| Crime | Person | Verb |
|---------|--------------------------|---|
| theft | thief (<i>thieves</i>) | to steal (money / an object) (past = <i>stole</i>) <i>The thief stole 500 euros from his employer.</i> |
| robbery | robber | to rob (a place / a person) (past = <i>robbed</i>) <i>Three robbers robbed the National Bank.</i> |

- 1 A _____ is a person who steals.
- 2 A _____ is usually armed and violent.
- 3 A _____ is an attack on a place or person in order to steal something.
- 4 The offenders were planning to _____ the museum and _____ valuable paintings worth €50 million.
- 5 Credit card _____ is a growing problem for banks.

[1.46] Listening

Task 2 Listen to a tourist who is reporting a theft. Choose the correct answers.

- 1 The conversation is happening _____.
a in a hotel b in a police station c in a hospital
- 2 The crime happened _____.
a in a bank b in the square c in a hotel
- 3 The young girl was working with _____.
a a tourist b a robber c an accomplice

[1.46] Task 3 Listen again and tick the things the man has lost.

| | | |
|----------------|---------------------|-----------------|
| passport | mobile phone | camera |
| airline ticket | traveller's cheques | keys |
| credit cards | wallet | driving licence |

Task 4 Match the verbs with the nouns.

- | | |
|-------------|------------------------|
| 1 take out | a theft |
| 2 cancel | b the details |
| 3 report a | c a traveller's cheque |
| 4 take down | d cash |
| 5 endorse | e a credit card |

GRAMMAR Review: past simple v past continuous

We use the past simple for actions that interrupt actions in the past continuous.

I was entering my PIN number when I heard a noise.

I was walking across the square when a young girl came up to me.

Task 5 Look at the Grammar box. Make sentences. Put the verbs in the correct tense – past simple or past continuous.

- While / I / talk to the girl, / accomplice steal wallet
While I was talking to the girl, her accomplice stole my wallet.
- What / you do / when / mobile ring?
- Where / you go / when / see stolen car?
- The thief / enter hotel room / steal passport / while / I / have bath
- What / children do / when / you / see them in the square?
- I / interview a witness / when / inspector's car arrive
- She / pay for a drink / when / thief steal car keys / from her bag
- While / I / take money out ATM / thief grab my bag / run away

Task 6 Look at the crime report form. Match the questions with the categories from the form.

- | | |
|--|------------------------|
| 1 What's your home address? | a physical description |
| 2 What did the thief look like? | b DoB |
| 3 And where did the incident happen? | c residence |
| 4 Where are you staying at the moment? | d location |
| 5 Can I have your date of birth? | e temporary residence |

[1.47] Listening**Task 7 Listen to the next part of the conversation and complete the form.****CRIME REPORT**

| | | | | |
|---------------------------------|-------------|-----------------------|-----------------------------------|------|
| LAST NAME: | FIRST NAME: | MIDDLE NAME: | SEX: | DoB: |
| (1) | (2) | (3) | M | (4) |
| TEMPORARY RESIDENCE: | | | LOCAL CONTACT (PHONE): | |
| (5) | | | (6) | |
| PERMANENT RESIDENCE: | | | COUNTRY OF RESIDENCE (PHONE): | |
| (7) | | | (8) | |
| DATE OF INCIDENT: | DAY: | TIME: | LOCATION WHERE INCIDENT OCCURRED: | |
| (9) | Saturday | (10) | Heroes' Square | |
| DO YOU KNOW WHO IS RESPONSIBLE? | | PHYSICAL DESCRIPTION: | | |
| Yes/No | | (11) | | |

OBJECTIVES

- security
- crime prevention
- giving advice
- *should / shouldn't*



OFFICER ELENI LEFKADITIS, 38, lives and works in Thessaloniki. She is a crime **reduction** officer and specializes in home **security**.

'**Burglary** is increasing in our area,' she says. 'Thessaloniki is a popular holiday resort and there are many homes which the owners only use during the holidays. At the moment, these are a **target** for **burglars** so we are trying to help home owners improve the security of their homes.'

Eleni also advises homeowners about what they can do to **prevent** crime and **deter intruders**. Visible **deterrents** are very important,' she says. 'If you can't get a dog, install an outside alarm you can see from the road. Burglars are more likely to target homes with no visible security. Unfortunately, at the moment, the police only **recover** 15% of stolen **property**.'

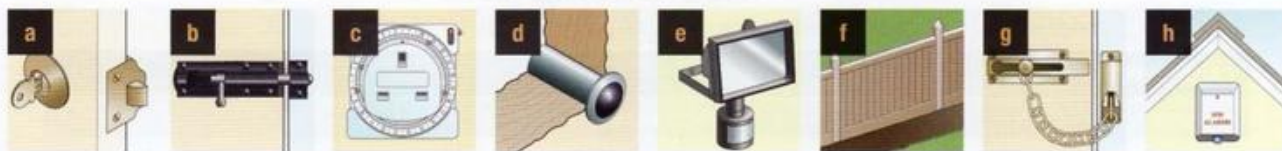
Speaking

Task 1 Is burglary increasing or decreasing where you live? Why? What advice could you give to people who want to protect their home? Discuss with a partner.

Reading

Task 2 Read the text and look at the words in bold. Then choose the correct words to complete these sentences.

- 1 *Burglar / Burglary* is when a thief breaks into your house and steals your things.
- 2 A dog is a very good *deterrent / deter / deterred* against burglars.
- 3 Burglars *target / targets / targeting* houses without visible security.
- 4 Things that belong to you are your *owner / property / proper*.
- 5 It is very difficult for the police to *recover / deter / prevent* stolen property.
- 6 An *intrude / intrusion / intruder* is a person who has no right to be in your house.



Vocabulary

Task 3 Label the pictures. Use these words.

door chain lock spyhole bolt fence motion-detection lighting
burglar alarm timer switch

[1.48] Listening

Task 4 Listen to Officer Lefkaditis speaking to a local homeowner. Are the sentences true (T) or false (F)?

- 1 The front door is strong.
- 2 The homeowner needs to put a bolt on the front door.
- 3 There's a spyhole in the front door.
- 4 There are timer switches in every room.
- 5 There's a door chain on the kitchen door.
- 6 Some window locks are broken.

GRAMMAR *should / shouldn't* for advice and suggestions

We use *should / shouldn't* to give advice and make suggestions.

I / you / he / she / we / they **should** install a burglar alarm. (= It's a good idea. I recommend / suggest it.)

I / you / he / she / we / they **shouldn't** leave the key in the lock. (= It isn't a good idea. I recommend / suggest that you don't do it.)

[1.48] **Task 5** Listen again. Find three things Officer Lefkaditis advises M Rivière to do.

Speaking **Task 6** Work in pairs. Look at the outside of M Rivière's house. Find as many security problems as you can.



[1.49] **Listening** **Task 7** Now listen to Officer Lefkaditis's advice and compare your answers.

[1.49] **Task 8** Listen again and tick the action M Rivière should take. Then make sentences with *should*.

He should lock the windows.

| | | lock | remove | install | change |
|---|-----------------|------|--------|---------|--------|
| 1 | windows | | | | |
| 2 | security system | | | | |
| 3 | ladder | | | | |
| 4 | toolbox | | | | |
| 5 | garage door | | | | |
| 6 | fence | | | | |
| 7 | lighting | | | | |

Speaking **Task 9** Work in pairs. What advice would you give?

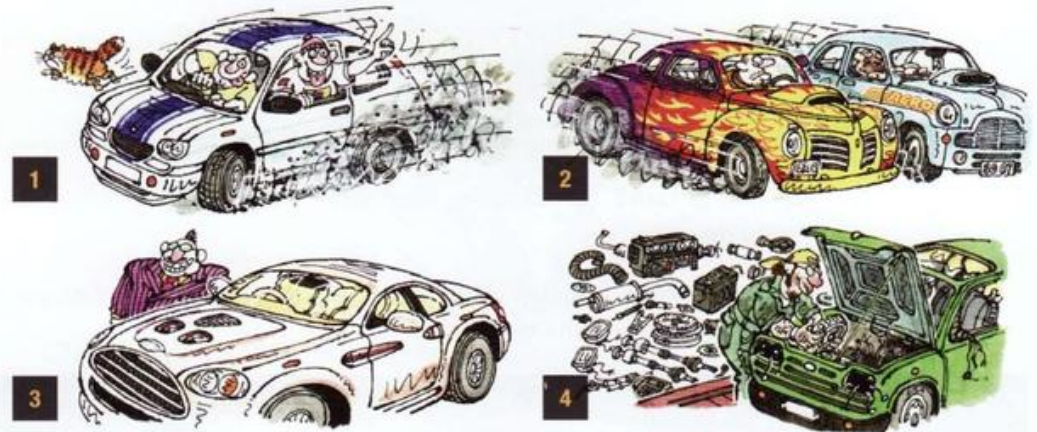
- 1 Who's the best person to speak to for home security advice?
- 2 There have been a lot of burglaries in my neighbourhood recently.
- 3 Someone tried to break into my flat last night.
- 4 What kind of external lighting should I install?
- 5 I'm afraid someone will steal my car.

Writing **Task 10** Write five crime prevention tips for home security.

OBJECTIVES

- vehicle theft
- vehicle theft reduction initiative
- be going to for future

International vehicle crime



Task 1 Label the pictures of the different types of vehicle crime. Use these words.

theft for spare parts luxury car trafficking joyriding drag racing

Which vehicle theft crimes are most common in your country?

Reading

Task 2 Read the text about international vehicle trafficking. Put the crimes from task 1 in the order they are mentioned.

Task 3 Read the text again. Find the words and match them with the correct meanings.

- | | |
|------------------------------|---|
| 1 <i>legitimate</i> (adj) | a something which is not good or effective |
| 2 <i>opportunistic</i> (adj) | b a small mistake in a law which gives people the opportunity not to do something |
| 3 <i>a lack</i> (n) | c a state of not having something |
| 4 <i>to exploit</i> (v) | d official and legal |
| 5 <i>a weakness</i> (n) | e to use or take advantage of |
| 6 <i>a loophole</i> (n) | f not planned, using an opportunity |

International vehicle trafficking – out of control?

Every year thieves steal hundreds of thousands of vehicles. They break them up for spare parts, or give them a new identity and then 're-birth' (re-sell) them through **legitimate** car dealers. Then there is **opportunistic** theft: people steal cars for joyriding, drag racing or to use in burglaries. Although police recover most of these vehicles after a few days, they are usually damaged or vandalized.

One aspect of car theft which is increasing fast is international trafficking by criminal gangs. Thieves target expensive, high-end vehicles and steal them to order – they might have a buyer who is only interested in Mercedes or BMW, for example. There are several reasons for this increase:

- A **lack** of police access to information on vehicles stolen abroad.
- Not enough police checks on individual vehicles when they cross borders.
- The ability of organized criminal gangs **to exploit weaknesses** in police cross-border co-operation.
- The growing number of legitimate car dealers who export stolen luxury cars.
- Weaknesses and **loopholes** in vehicle registration procedures.

International vehicle trafficking is a problem which will continue to grow until police co-ordinate their efforts at an international level.

Task 4 Read the text again. Are the sentences true (T) or false (F)?

- 1 All car thieves plan their thefts carefully.
- 2 Many criminal gangs steal cars for joyriding.
- 3 Police can easily access information on cars stolen in other countries.
- 4 Legitimate car dealers can easily export stolen cars.
- 5 Car thieves are exploiting loopholes in vehicle registration procedures.

[1.50] **Task 5** Detective Inspector Vijay Mistry is launching a campaign against car theft in his city (Chandrai in Northern India). Read and listen to the first part of his briefing and answer the questions.

TODAY, we're going to start working on our new 'Catch the Car Thieves' campaign. The aim is to reduce the growing problem of car crime in the city. If you look at the map, you can see the three major vehicle theft hotspots located here, here and here; that's the car park at Central Station, the Market District and the Old Town. We're going to create secure parking facilities in the three main car theft hotspots and launch a media publicity campaign.



- 1 What is a 'hotspot'?
- 2 Read the Grammar box. Underline examples of *be going to* in the text.

GRAMMAR *be going to* for future

We use *be going to* to talk about future plans and intentions.

I am going to start work on it this morning.

We are going to launch a new car theft initiative.

He isn't going to stop dealing drugs.

Questions

What are they going to do? Where is he going to go?

GRAMMAR

[1.51] **Listening**

Task 6 Listen to the rest of the briefing and answer the questions.

- 1 Who is going to provide funding and how much are they going to provide?
- 2 Why is the Central Station area hotspot?
- 3 What reduction in car theft (%) are they going to try to achieve in each of the three hotspots?
- 4 What is Satya Agrawal going to develop?
- 5 How much time to they have to complete the security survey of the car theft hotspots?

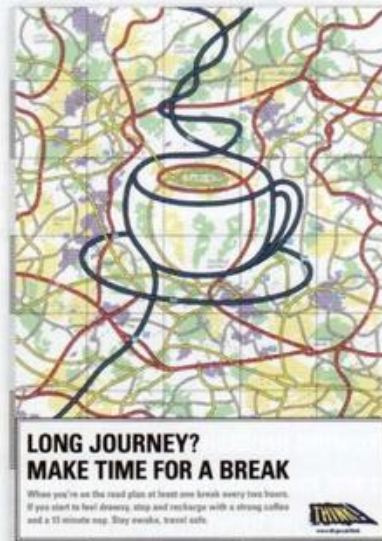
Writing

Task 7 You are Inspector Mistry. Write a report for the Chandrai City Council about the campaign against car theft. Say at least five things you are going to do to reduce the problem. Use the information from the briefing and your own ideas.

Crime prevention campaigns

OBJECTIVES

- vocabulary relating to crime campaigns
- present perfect simple



Task 1 Work in pairs. Discuss these questions.

- 1 Look at the posters for police publicity campaigns above. What issues do they target? Are they effective?
- 2 What issues do police publicity campaigns target in your country? Who is responsible for them? Describe the best one to your partner.

Reading

Task 2 Read the text about the Jackson Police Corporate Communications Department. How many teams are there? What are the main responsibilities of each team?

JACKSON POLICE Corporate Communications Department

Jackson (population 250,000) is an industrial city in New Jersey in the US. There is high unemployment in the area and a lot of drugs-related activity, and crime levels for the city are higher than the national average. The Corporate Communications Department (CCD) for the Jackson District and State Police is a small team with a sometimes difficult job. They manage communication between the police, the general public and the media, e.g. local and national newspapers and television.

The News Desk and Press Office are responsible for providing information about crimes, road accidents and incidents to the media. Every day between 07.30 and 09.30, the news desk prepares a daily news report. This is posted on the news website and updated throughout the day. The News Desk and Press Office answer questions from the public and the media and organize television and radio interviews. Sometimes the press want to interview the police – to get news on progress in relation to a serious crime, for example. At other times, the police need to ask the general public for information, for example to appeal for witnesses of a serious crime to contact them.

The E-communication team is responsible for all the state police websites and for Internet and Intranet communication. The team maintain and service the websites, post new material and monitor website activity.

The Marketing and Communications team are responsible for internal and external communication. They provide information to the public and to police employees about national, regional and local crime prevention initiatives, and they manage publicity campaigns. The team design and produce material such as publicity posters and leaflets, and they also organize roadshows.

Look at the tasks below. Which team will be responsible?

- 1 Develop a publicity campaign, aimed at young people, about the dangers of soft drugs.
- 2 Organize an interview for the Chief of Police on a national radio show.
- 3 Ensure the public has access to statistics and information on line.
- 4 Give information to the local paper about a murder.
- 5 Collect statistics about the use of the police websites.

[1.52] Listening

Task 3 Listen to Leroy Williams, head of Jackson Police Corporate Communications, who is giving a presentation about the work of his department. Then answer the questions.

- 1 Which two groups do the Jackson Police publicity campaigns target?
- 2 Which two types of crime does he mention?



[1.52] **Task 4** Listen again. Are the sentences true (T), false (F) or is there no mention (NM)?

- 1 Jackson Police Communications Department has just launched a new campaign.
- 2 The most effective police campaigns target offenders.
- 3 The target of police campaigns is always either victims or offenders.
- 4 Campaigns targeting property crime are popular with the public.
- 5 The speaker suggests that burglaries are preventable crimes.
- 6 Campaigns threatening crackdowns are not effective against shoplifters.

GRAMMAR present perfect simple (have / has + past participle)

We can use the present perfect simple to talk about our experiences and to link the past to the present.

We use it when we want to focus on the event and its importance now, and not on when it happened.

*Car theft **hasn't** increased.*

*I'd like to introduce you to a new campaign we **have just** launched.*

***Have you finished** that crime report **yet**? **Has he ever been** in trouble with the police?*

Task 5 Leroy Williams uses the present perfect tense in his presentation to talk about recent events. Read the Grammar box, then use the prompts below to write sentences in the present perfect.

- 1 I / not see / new crime prevention campaign
- 2 You / ever / work with Interpol?
- 3 They / just / install a new security system
- 4 I don't know if they / arrest shoplifter or not
- 5 I don't think you / meet our corporate communications team
- 6 You / interview / suspect / yet?
- 7 He says he / never / steal a car before

[1.53] Listening

Task 6 Listen to the second part of the talk and answer the questions.

- 1 What is the name of the campaign?
- 2 Who is the new campaign targeting?
- 3 What has the CCD team produced?
- 4 Which three things are thieves most likely to target?
- 5 What must you never tell anyone?
- 6 Who is most at risk when out at night?

Speaking

Task 7 Look at the posters in task 1. Design a poster for a publicity campaign which targets an important issue in your job. Present the campaign to the class. Say who the campaign targets and why, and what you hope the campaign will reduce, prevent or improve.

6

Drugs and alcohol

alpha

Drugs and the law

OBJECTIVES

- drug laws
- drug classification
- comparatives and superlatives

Task 1 Complete the word-building table with vocabulary for different types of drug crime. Use these words.

possess trafficking produce production use supply

| Crime | Verb | Criminal |
|------------|--------------|------------|
| possession | to (1) _____ | possessor |
| (2) _____ | to traffic | trafficker |
| (3) _____ | to (4) _____ | producer |
| use | to (5) _____ | user |
| supplying | to (6) _____ | supplier |

[1.54]  Reading

Task 2 Read and listen to the text on drug legislation and answer the questions.

- 1 Which three types of drug-related offence are mentioned?
- 2 Which three types of penalty for drug offences are mentioned?
- 3 How much do you think is an 'insignificant quantity' of a drug?
- 4 'Medical treatment and counselling' is for what kind of offenders?

DRUGS LEGISLATION

Drug laws are different in different countries. An offender who is arrested with a very small quantity of an illegal drug can receive a long prison sentence in one country, but only a small fine in another. In some parts of Asia and Africa, the penalty for some types of drug offences is death. Recently, European countries have started to differentiate between the drug trafficker, who is considered a criminal, and the drug user, who can be considered more as a sick person who needs medical treatment.

In most of Europe, the penalties for drug-related offences are less severe for possession and more severe for trafficking or production.

However, different countries have different ideas about how much or how little of a drug can qualify for 'possession for personal use', rather than 'possession with intent to supply'. Between 2004 and 2006, Bulgaria abolished the concept of personal possession, but Italy reintroduced it again after 12 years without it. In Germany, the interpretation of the term 'insignificant quantities' has varied between 3g and 30g in the different federal states.

In some parts of the world, drugs offenders can sometimes have treatment or counselling as an alternative to punishment or imprisonment.

Reading Task 3 Read the text about drugs classification and match the lists of drugs with the correct category.

- a cannabis, the less potent (strong) opioids (from the opium poppy plant), strong synthetic stimulants (e.g. amphetamines), sedatives
- b some less potent painkillers, stimulants and sedatives
- c the more potent opioids (e.g. heroin and morphine), cocaine, LSD, ecstasy

DRUGS CLASSIFICATION IN THE UK

Drugs laws are complicated, and are constantly changing to keep up with drugs criminals. At the moment, UK law divides drugs into three classes or categories. The penalties for drug-related offences are different for each category.

CLASS A drugs are the most potent, and often the most addictive. They are therefore considered to be the most harmful and dangerous. Class A offences carry the highest penalties: a prison sentence of up to seven years or an unlimited fine for possession. Production or trafficking can mean a life sentence. CLASS A drugs include (1) _____.

CLASS B drugs are considered less dangerous, and prison sentences for possession are shorter: up to five years. CLASS B drugs include (2) _____.

CLASS C offences are considered the least dangerous, and related offences carry the lowest sentences for possession: up to two years. CLASS C drugs include (3) _____.

Trafficking in either Class B or Class C drugs can mean a prison sentence of up to 14 years, and an unlimited fine.

Task 4 Use words from the text to complete the descriptions of the drugs.

- 1 Heroin is an o_____. It is derived from the opium plant. The drug has a s_____ effect on the body and is highly a_____.
- 2 LSD is a s_____ drug. It is not derived from a plant and can be manufactured. It is a st_____.
- 3 Cocaine is a very p_____ stimulant and is highly a_____. It is derived from the coca plant.

GRAMMAR comparatives and superlatives

One-syllable adjectives and some two-syllable adjectives take these forms:
high / higher (than) / the highest *heavy / heavier (than) / the heaviest*
 Three-syllable adjectives and some two-syllable adjectives take these forms:
dangerous / more dangerous than / the most dangerous
 We use *less than / the least* for negative comparisons.
less high / heavy / dangerous than *the least high / heavy / dangerous*

Writing Task 5 Look at the Grammar box. Write six true sentences about drugs and / or drug laws in your country. Use comparative and superlative forms.

Heroin and cocaine are the most harmful drugs.

Speaking Task 6 Work in pairs. Read the situations in File 28 on page 112 and discuss them with your partner.

- 1 What is the offence – and the penalty – in your country?
- 2 Might the system in your country offer counselling / medical treatment to some of these offenders? Which ones?

The border crossing

OBJECTIVES

- customs
- drugs-related border checks
- giving instructions to a driver



[1.55] Listening

Task 1 A truck driver is crossing from one country to another. Listen and label the diagram. Use these words.

inspection facility weighbridge truck inspection pit passport control
customs examination bay

Then number the places in the order the truck driver visits them.

Vocabulary

Task 2 Complete the sentences. Use these words.

inspect examine cargo weight underneath manifest

- 1 A goods vehicle is designed to carry a _____ of goods.
- 2 The driver must carry a document called a _____, which gives information about the cargo.
- 3 Customs officials use the weighbridge to check the _____ (in kilos) of the vehicle and its cargo. They _____ the vehicle in the examination bay.
- 4 Next, the driver drives his vehicle to a place where customs officials can _____ the cargo.
- 5 The truck inspection pit makes it possible for customs officials to check _____ the vehicle.

[1.56] Task 3 There are some problems with the vehicle. Listen to the second part of the recording and answer the questions.

- 1 What is the truck's cargo?
- 2 What is the problem with:
 - a the truck's registration plates?
 - b the manifest?
 - c the weight of the vehicle?
- 3 What has the sniffer dog detected?

Task 4 Match the prepositions with their opposites.

- | | |
|------------|---------------|
| 1 up | a in front of |
| 2 in(to) | b off |
| 3 forwards | c under |
| 4 on | d down |
| 5 over | e out (of) |
| 6 behind | f backwards |

Now look at these instructions to the driver. Change the purple words and write the opposite instruction. You may have to change the order of the words.

- Get **into** your vehicle. Switch **on** the engine. Drive **forwards** out of the parking space.
Drive backwards into the parking space. Switch off the engine. Get out of your vehicle.
- Turn **off** the engine and get **out of** your vehicle.
- Turn **left**, go **under** the bridge and pull up **in front of** the building.
- Go **backwards** out of the parking space, then turn **right**.
- Drive **out of** the inspection area, then turn **left**.
- Get **into** the truck and switch on the ignition.
- Go **forwards**. Drive **into** the inspection area. Pull up **behind** the big grey building.

Speaking

Task 5 Work in pairs. Think of a place you know where it is difficult to park. Draw a map from your house to that place. You and your partner are sitting in a car in front of your house. Your partner is driving. Explain how to get to the place and park. Your partner follows on the map.

[1.57] Listening

Task 6 Now listen to a conversation at an airport between a customs officer and a passenger who has just arrived off an international flight. Choose the correct answer.

- The first channel the woman chooses is the _____ channel.
a green b red c blue
- The second channel the woman chooses is the _____ channel.
a green b red c blue
- The woman says she has _____ to declare.
a commercial goods b extra perfume c nothing
- The woman started her journey in:
a Germany. b South Africa. c Chile.
- The woman says that the tablets in the luggage are:
a for her personal use. b for another person. c to sell.

[1.57] Task 7 Can you remember what the customs officer says? Put the words in the correct order to make statements and requests. Listen again and check.

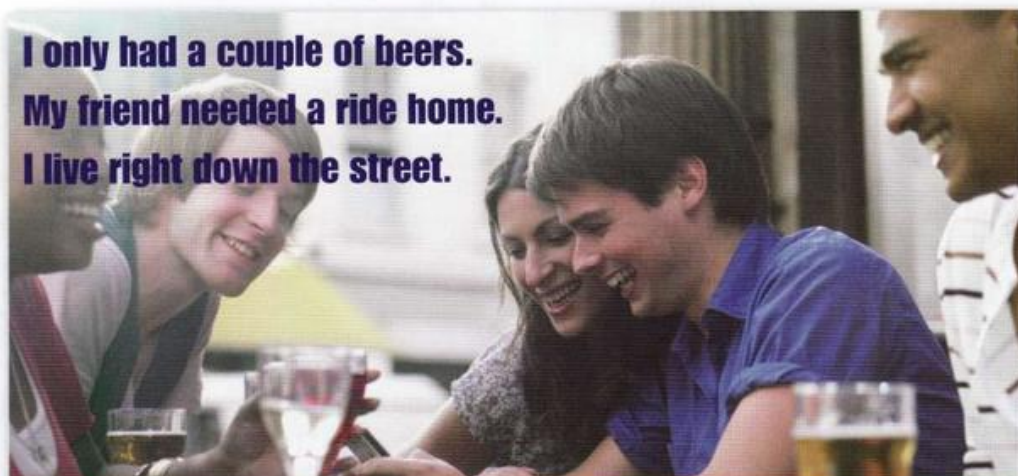
- check / I'd like / to / bags. / your
- put / Can you / on here / and / please. / your case / open it
- confirm / Can you / this / bag? / that / your / is
- pack / Did / you / yourself? / it
- personal / tablets / Are / these / use? / for your own
- intend to / So / you don't / sell / these tablets / or / to another person? / supply them

Under the influence

OBJECTIVES

- physical effects of drugs and alcohol
- drink and drug driving
- dealing with a person who is under the influence

**I only had a couple of beers.
My friend needed a ride home.
I live right down the street.**



You'll have many excuses. We'll have only one response: There is no excuse for drunk driving.

RHODE ISLAND STATE POLICE DRUNK-DRIVING CAMPAIGN

Speaking

In the UK a driver is 'over the limit' if there is:
80 mg of alcohol per 100 ml of blood in his / her body
OR
35 mcg of alcohol per 100 ml in his / her breath
OR
107 mg of alcohol per 100 ml in his / her urine.

Task 1 Work in pairs. Look at the campaign poster for Rhode Island in the US and the drink-driving limits in the UK. Discuss the questions.

- 1 What are the limits for drink-driving in your country?
- 2 What measures do the police take to reduce drink-driving? Are they effective?
- 3 What excuses for drink-driving / drunk-driving have you heard?

Reading

Task 2 You are going to read about drugs and driving. Before you read, match the words with the meanings.

- | | |
|-------------------------------|--|
| 1 <i>to impair</i> | a the black area in the middle of the eye |
| 2 <i>ability</i> | b a person's control of how he / she moves |
| 3 <i>co-ordination</i> | c something a person can do / a skill |
| 4 <i>pupil</i> (of an eye) | d to get bigger, or more open |
| 5 <i>to dilate</i> (dilation) | e to make something weaker or less effective |

Task 3 Now read the text and answer the questions.

- 1 Find two tests UK police officers use on drivers suspected of drug use.
- 2 Label the pictures in the text. Use these words.

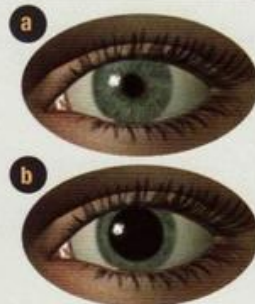
saucer pupils pin-prick pupils

Driving under the influence of **DRUGS**

In the UK, the law does not give a legal limit for drugs as it does for alcohol. This is because we don't know enough about how different drugs impair different people's driving ability.

If a police officer suspects that you are driving under the influence of drugs, he / she can stop you on the roadside and observe you for signs of impairment caused by drug use. The officer will test your co-ordination. For example, he / she might ask you to close your eyes and touch your nose (some drugs could cause you to misjudge the position of your nose). He / She could also ask you to stand on alternate feet for 30 seconds while you count from one to 20 (certain drugs, particularly stimulants, can cause you to count too fast or lose count altogether).

The police officer will also check your pupils for unusual dilation – opioids (such as heroin and methadone) cause very small, 'pin-prick' pupils, while stimulants (such as cocaine, ecstasy or amphetamines) cause very large, 'saucer' pupils.



Vocabulary Task 4 Complete the table. Use these words.

slurred lost impaired slurring losing impairing uncoordinated slow

Describing the effects of drugs and alcohol

| | Description |
|-----------------------|---|
| slurred speech | He's (1) his words. / His speech is (2). |
| loss of co-ordination | He is (3) his co-ordination. / He has (4) his co-ordination. His movements are (5) |
| slow reactions | Her reactions were very (|
| impaired judgement | Her judgement was (7) Alcohol was (8) her ability to drive. |

[158] ® Listening Task 5 Listen to three incidents related to drink and drugs. Answer the questions.

Incident 1

- Where are the police officers and the young man?
a in the street b in a night club c at the police station
- The young man:
a is unconscious. b is unwell. c is driving dangerously.
- The young man:
a bought some drugs in a nightclub. b sold some drugs in the nightclub,
c is a dealer.

Incident 2

- Where are the police officer and the man?
a by the roadside b in a bar c at the police station
- The police officer stopped the man because he was:
a drinking. b weaving from side to side. c unconscious.

Incident 3

- Where are the people?
a in a bar b at the police station c in a night club
- When the police found Svetlana:
a she was drunk. b they couldn't understand what she said,
c she spoke clearly.
- The police think:
a there was a drug in Svetlana's drink. b Svetlana bought drugs,
c Svetlana sold drugs.

Writing Task 6 Choose one of the incidents from Task 5 and write short a report. Use the audioscript on page 119 to help you. Include the following information.

- time and date of the incident
- location of the incident
- what you were doing (*past continuous*) when the incident occurred (*past simple*)
- what the offender / victim / member of the public did and said
- what you did and said
- what offence (if any) was committed

Drug-related crime

OBJECTIVES

- drug-related crime
- reading skills
- present perfect simple v present perfect continuous



Speaking

Task 1 Discuss these questions with a partner.

- 1 What do you know about drug laws in the Netherlands?
- 2 What can customers legally buy and use in Dutch coffee shops?

Now match the words with the meanings.

- | | |
|-----------------------------|---|
| 1 to giggle (v) | a a very happy feeling |
| 2 stoned (adj) | b an illegal drug, cannabis |
| 3 a euphoric (adj) high (n) | c to laugh in a nervous or excited way |
| 4 dope (n) | d the way a person feels under the influence of drugs |

Task 2 Read the text and answer the questions.

- 1 Who:

| | |
|------------------------------------|-----------------------------|
| a is the owner of the coffee shop? | b works in the coffee shop? |
| c is giggling? | d looks sad? |
- 2 What is it:

| | |
|-----------------------------------|-------------------------------------|
| a legal to smoke in coffee shops? | b illegal to smoke in coffee shops? |
|-----------------------------------|-------------------------------------|
- 3 Why:

| | |
|---|--|
| a does Mr Veling think the coffee shops help the Dutch economy? | |
| b do the police come regularly to the coffee shop? | |

Coffee shops for cannabis smoking in the Netherlands

'Every few years we hear how they are going to close us down and that we are a threat to the nation's morals,' said Michael Veling. He was sitting in a cloud of potent cannabis smoke inside his '420' coffee shop in Amsterdam.

Mr Veling believes he provides a valuable service, for example to the thousands of young foreign customers who contribute to Amsterdam's economy when they come to the coffee shop every weekend.

At the bar, customers can buy different cannabis products. Since last year, they can't mix the cannabis with tobacco because it is now illegal to smoke tobacco in public places.

Steven Pratt, the long-haired English barman, advises customers about which brands of cannabis to choose. He explains that one brand gives a euphoric high, whilst smoking another produces 'a more traditional "stoned" effect'.

The customers include a sad-looking Dutchman in a leather jacket who smokes alone at the bar, and a noisy group of young Italians who can't stop giggling.

The police visit the coffee shop regularly to inspect the scales used to weigh cannabis and to check that no hard drugs are sold.

Task 3 You are going to read about how the situation with regard to cannabis laws is changing. Before you read, match the words with the meanings.

- | | |
|------------------------|---|
| 1 tolerant (adj) | a to change from good to bad |
| 2 to corrupt (v) | b open, able to accept things you may not agree with |
| 3 money-laundering (n) | c to hide or use money that has come from illegal activity, e.g. drug trafficking |

Task 4 Now read the text and answer the questions.

- 1 Why has the modern cannabis industry become violent and dangerous?
- 2 What are the new types of crime the cannabis business is bringing to Holland?

Holland's police commissioner responsible for cannabis, Max Daniel, has been trying change Holland's tolerant view of the drug, and to shut down the coffee shops.

Mr Daniel said: 'For years we considered the cannabis business to be an innocent business. The tolerant Dutch approach was successful: it reduced drug-related crime and kept users away from hard drugs. But now there is so much money in the business that cannabis has been bringing organized crime gangs from abroad. It is corrupting legitimate businesspeople – especially

lawyers and bankers. There is a lot of money-laundering in our country, and it is bringing together white-collar professionals and the kind of criminals who deal with heroin, prostitutes and people-smuggling. Cannabis is a threat to our democracy.'

Mr Daniel said police noticed that the business was starting to change about 15 years ago. Criminals realized there were bigger profits from producing cannabis in Holland than smuggling it from Morocco, but the violence has got much worse in the past few years.

GRAMMAR present perfect simple v present perfect continuous

We use the present perfect continuous (*has / have been + verb + -ing*) to talk about events or actions that started in past and are continuing now.

He has been trying to shut down the coffee shops. (= and he's still trying)

I have been drinking coffee all morning. (= and I'm still drinking)

Compare this with the with present perfect, where the action or event is finished.

He has tried to shut down the coffee shops. (= but it wasn't possible)

I have drunk four cups of coffee. (= but now I have stopped)

Task 5 Read the Grammar box, then look at the sentences. Underline the correct form of the verb.

- 1 I *have waited* / *have been waiting* here for two hours and the witness still hasn't arrived.
- 2 He *has written* / *has been writing* two incident reports this afternoon.
- 3 They *have been taking* / *have taken* drugs since they started university.
- 4 She *has taken* / *has been taking* an ecstasy tablet and it has made her ill.
- 5 They *have been trying* / *have tried* to reduce drug dealing on the streets over the last five years.
- 6 We *have interviewed* / *have been interviewing* the witnesses all morning.
- 7 She *has interviewed* / *has been interviewing* all the witnesses, so they can go home now.

Task 6 Work in pairs. Discuss these statements. Do you agree or disagree? Why?

- 1 Keeping drugs illegal makes people do illegal things.
- 2 Soft drugs lead to hard drugs.

alpha

OBJECTIVES

- civil disorder
- dealing with civil disorder
- equipment

Civil disorder

Civil disorder or civil unrest is when a crowd of people express the fact that they are not happy about a situation (especially a political situation) in a violent way. Examples of civil disorder are illegal demonstrations, strikes and riots. Legal demonstrations, protests and events such as football matches or pop concerts can, in some situations, escalate into chaos and disorder.



Reading

Task 1 Read the text about civil disorder. Use a dictionary to help you. Answer the questions.

1 Complete the word-building table.

| Noun (activity) | | Noun (person) | | Verb |
|-----------------|---------------------------------|---------------|-------|--------------------------------|
| A demonstration | | The (3) _____ | | demonstrating against the war. |
| A (1) _____ | was organized. | The strikers | _____ | striking for more pay. |
| A protest | | The (4) _____ | were | protesting about unemployment. |
| A (2) _____ | broke out. (<i>break out</i>) | The rioters | | rioting against the police. |

2 Are you often deployed in situations related to civil disorder? Compare with a partner. Tell him / her about the last time.

Vocabulary

Task 2 Read the text and look at the pictures. Label the images of the equipment. Use these words.

water cannon tear gas riot helmet gas mask baton riot shield whip
paintball gun



PROTECTIVE EQUIPMENT

In situations of civil unrest, law enforcement officers and soldiers usually use less-lethal weapons, such as batons, paintball guns and (in some countries) whips to disperse crowds.

Over the last 30 years, riot control officers have also used CS spray or 'tear gas', plastic bullets and electric tasers. Riot police squads also sometimes use armoured vehicles, water cannons, police dogs or mounted police on horses. Officers on riot control usually wear protective equipment including body armour, riot helmets, gas masks and carry riot shields.

Operations

OBJECTIVES

- strikes and demonstrations
- tactics
- past simple passive



Speaking

Task 1 Work in pairs. What common reasons can you think of for student protests and demonstrations?

[2.02] Listening

Task 2 Listen to a report about some student demonstrations in Montreal in Canada. Are the sentences true (T) or false (F)?

- 1 All 270 students were 12 years old.
- 2 The strike in Montreal spread to other cities.
- 3 Students disrupted traffic on the highways.
- 4 The strikers were protesting because there aren't enough teachers.
- 5 The strikes ended on Thursday.

Reading

Task 3 Read what happened next and answer the questions.

- 1 Choose the best title for the whole text.
 - a Montreal police carry out mass detentions to suppress student strikes
 - b High school students' protest leads to violence in Canadian schools
- 2 Choose the best summary of the text.
 - a All the students were put into armoured vans and taken to a police control centre. All were then released with a \$100 fine.
 - b Students aged 14 and above were put into armoured vans, taken to two police control centres and later released with a \$100 fine.
 - c All the students were put into armoured vans and taken to two police control centres. All were released, but students aged 14 and above were fined \$100.
- 3 Read the Grammar box. Underline all the past simple passive verbs in the text.

THE RIOT POLICE operation targeted students from Montreal's east end. When striking students entered the courtyard of a neighbouring school, a detachment of more than 50 riot police, wearing helmets and carrying batons and shields, surrounded them. Water cannons were brought in and the Mounted Police were also called.

The 270 students were detained in the school courtyard for an hour. They were herded into armoured vans and were transported to two police control centres. All were ultimately released. Those aged 14 and above were charged with refusal to leave an illegal assembly and were issued with a \$100 fine.

GRAMMAR past simple passive

We use the passive voice (*was / were + past participle*) when the subject of a sentence (who did it) is not important.

I / he / she **was arrested**. *You / we / they* **were issued** with a \$100 fine.

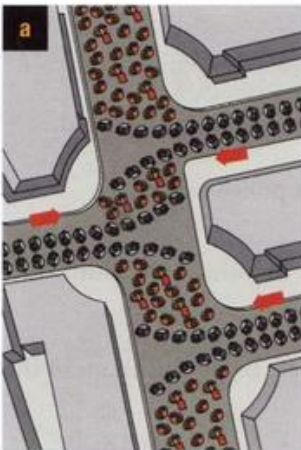
Was he / she taken into custody? **Were you / they charged** with an offence?

Task 4 Make past passive sentences. Start your sentences with the words in *italics*.

- 1 A police officer arrested *the demonstrator*.
The demonstrator was arrested.
- 2 The police booked *the demonstrator* into custody and detained him in the cells until the next morning.
- 3 The next day, the police charged *the demonstrator* with assault.
- 4 The police released *all the demonstrators* on bail.
- 5 The rioters injured *several people*.
- 6 The rioters disrupted *traffic* for several hours.
- 7 The rioters broke *shop windows* and damaged property.
- 8 The rioters broke into *a school* and stole computer equipment.

[2.03] Listening

Task 5 Quickly read the descriptions of riot control techniques. Match them with the pictures. Then give each text one of the titles in the box.



Forward intelligence teams Mounted police Front block Break up

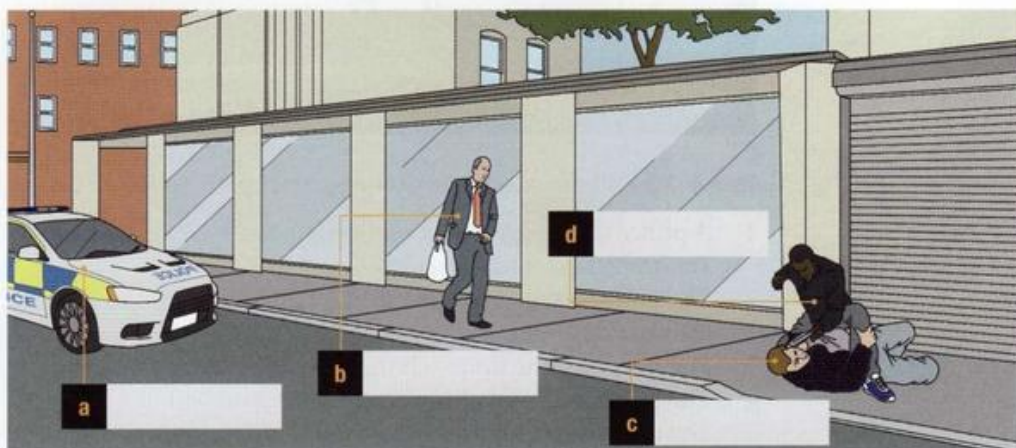
Now listen and complete the descriptions.

- 1 _____
Individual officers in plain clothes (not uniform) infiltrate the crowd and find out information about what is happening. They radio _____.
- 2 _____
Police on horses are often sent into the crowd first. Horses are tall and strong and help officers to infiltrate a crowd more safely. The horses are specially _____.
- 3 _____
When they confront a crowd of rioters, officers slowly advance in a line parallel to the front line of the rioters. They beat their riot shields with their batons as they advance. The noise can have a psychological _____.
- 4 _____
It can be difficult to block a long demonstration march at its front end. A different tactic is to attack the demonstration at several points and _____.

Under arrest

OBJECTIVES

- restraining a suspect
- making an arrest
- giving orders



Speaking

Task 1 Label the picture. Use these words. Then put the stages of an arrest in order.

suspect police witness victim

Making an arrest

- A crime was committed.
- The suspect was handcuffed and the police read him his rights.
- The suspect was caught in the act of committing the crime.
- The suspect was arrested, frisked and a knife he was carrying was confiscated.
- The police were called to the scene.
- As he was resisting arrest, the suspect was restrained by a police officer.
- The suspect was taken to police the station in a police car.

Do you often have to restrain suspects to arrest them? Work in pairs. Tell your partner about the last time you restrained a suspect.

Task 2 Look at the pictures showing how to restrain a suspect. Try to put them in the correct order.



[2.04] Listening

Task 3 Listen and complete the instructions. Check your answers to task 2. Then work in groups and practise giving and following the instructions.

- 1 Quickly put your _____ under his arm and twist the arm towards his _____. Push the elbow towards your _____ and apply pressure.
- 2 Move to the side and get control of the suspect's _____. That way he can't turn around or hit you.
- 3 So, from here you take him _____. If you press against him with your body, there's no way he can attack you. Now you can take out your _____.

Do you know any other techniques? Show and explain.

[2.05] **Task 4** Listen to the 'Miranda warning' which police officers in the US use when they make arrests. Complete it with these words.

understand used appointed questioned remain

Miranda warning

'You have the right to (1) _____ silent. Anything you say can and will be (2) _____ against you in a court of law. You have the right to talk to a lawyer and have him present with you while you are being (3) _____. If you cannot afford to hire a lawyer, one will be (4) _____ for you. Do you (5) _____ these rights?'

Speaking

Task 5 Work in pairs. Practise reading out the warning. Do you have a similar warning in your country? Translate it into English.

WORLD ENGLISH

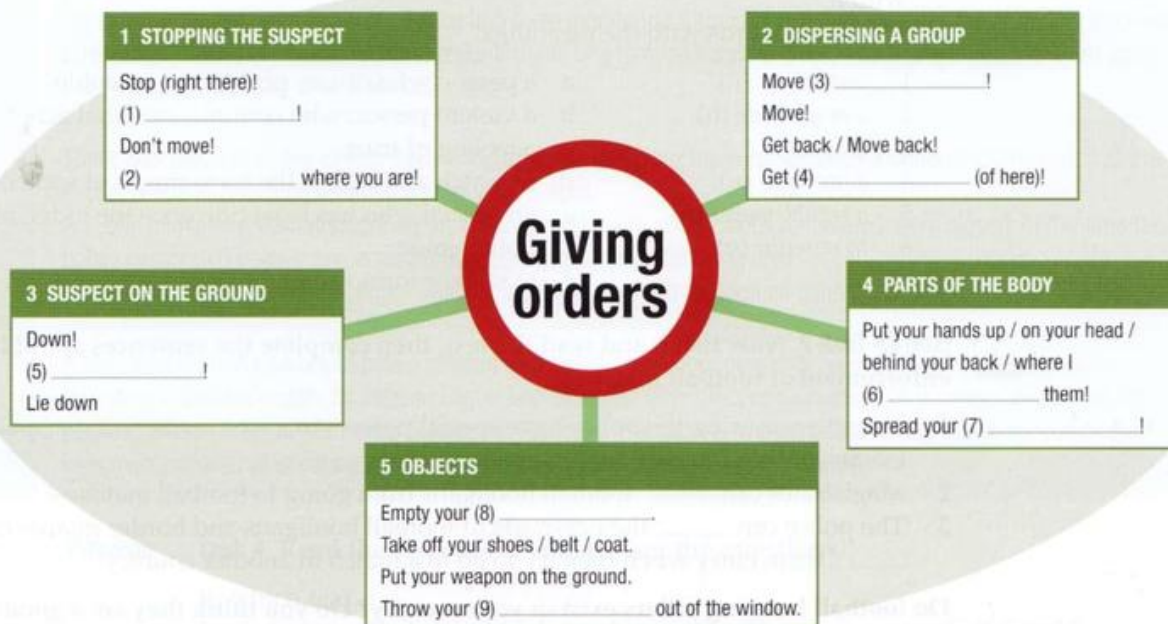
UK
Right to
silence
search

US
Miranda
warning
frisk

[2.06] Vocabulary

Task 6 Complete the word map with the expressions for giving orders below. Listen, repeat and check your answers.

can see along out Get down legs Stay pockets Freeze keys



[2.07] Listening

Task 7 Listen to extracts from three incidents and answer the questions.

- Match the extracts with the situations.

| | |
|-----------|--|
| Extract 1 | a Police taking offenders into custody at the police station |
| Extract 2 | b Police clearing the streets after a football match |
| Extract 3 | c Police arresting an armed and dangerous suspect |
- Draw a diagram to show the final position of the suspect in extract 1.
- What is the last thing the police officer says to the member of the public in extract 2?
- What do the suspects take off in extract 3? What does one suspect NOT take off?

Speaking

Task 8 Work in pairs. Student A turn to File 18 on page 107. Student B turn to File 19 on page 109. Practise giving instructions.

The big match

OBJECTIVES

- policing a football match
- football banning orders
- reading skills



Reading and listening

Task 1 You are going to read and listen to a text about violence at football matches. Answer the questions.

- 1 Is football hooliganism a problem in your country? How do law enforcers deal with it?
- 2 Match the words with the meanings.

- | | |
|----------------------|--|
| 1 confidence (n) | a a person who causes problems or trouble |
| 2 a magistrate (n) | b a violent person who commits criminal acts |
| 3 to ban (v) | c a feeling of trust |
| 4 a hooligan (n) | d to watch and follow the movements of someone |
| 5 a troublemaker (n) | e an official who has legal powers – the judge of a police court |
| 6 to monitor (v) | f to stop or forbid something |

[2.08] **Task 2** Now listen and read the text, then complete the sentences about law enforcement at football matches.

- 1 In some countries, the police have special powers to _____ and _____ suspects at events like big international football matches.
- 2 Magistrates can _____ football hooligans from going to football matches.
- 3 The police can _____ the passports of football hooligans and border guards can _____ them entry when they try to go to a match in another country.

Do football banning orders exist in your country? Do you think they are a good idea?

VIOLENCE at football matches is less common than it was five years ago. The police have developed better techniques for the policing of large crowds and in some countries, they now also have special new public-order powers to arrest and detain suspects in 'live' public order situations.

In the UK, the Football Disorder Act gives the police powers to arrest and detain

people they believe might commit offences. Magistrates can issue football banning orders and ban known football hooligans from going to matches.

In Europe, law enforcement agencies have been working together to monitor the activities of known football hooligans and troublemakers and to exchange information about them. The objective is to prevent known

troublemakers from leaving their own country for a game in another country.

One of the first results of this co-operation was when the passports of 60 people were confiscated before the European 2000 championships in the Netherlands and Belgium. A further 1,100 people were refused entry at the German-Dutch border.

Speaking Task 3 Work in pairs. Quickly read the three texts.

- 1 Which text (A, B or C) relates to the picture?
- 2 Choose a person from the picture to describe. Say what he is doing. Take it in turns to guess who your partner is describing.

**A**

42-year-old Steve Wright, a Tottenham Hotspur supporter, has been banned from football matches for the next ten years. He was also sentenced to three months in prison for a public order offence and for failing to comply with his existing football banning order. Police had been monitoring groups of risk supporters in the area. The man was arrested for failing to comply with the requirements of a football banning order, which prevented him from going within two miles of any official football match.

B

There was disorder in the streets before and after the Kettering Town versus Telford United football match at the A-Line Arena in Rockingham Road on Saturday 5 April. A public house was damaged during the disorder and many of the shops in the area were closed. At the time the police responded quickly and arrested five supporters in the Kettering area. If these people are convicted, police will also apply to the court for football banning orders.

C

A high-profile doctor swore at police officers and called them 'poor peasants' when she was arrested while attending a football match. Dr Simone Lester was detained after officers had asked her to move away from the players' area at Arsenal's Emirates Stadium in February. The doctor, who admitted having drunk several pints of beer, was accused of shouting at officers, threatening them and refusing to move.

Reading Task 4 Read the texts again and answer the questions.

In which text:

- 1 is somebody charged with a public order offence after a football match?
- 2 is a man issued with a football banning order?
- 3 does a drunk woman threaten the police?
- 4 do football supporters vandalize a building?
- 5 does a football hooligan receive two punishments?

[2.09] Listening

Task 5 Listen to four extracts relating to the incidents described in task 4. Underline the text each extract relates to.

- 1 A B C 2 A B C 3 A B C 4 A B C

Speaking

Task 6 You are going to read a report about the strategy for policing a football match. Work in groups of three. Student A turn to File 20a on page 112. Student B turn to File 20b on page 107. Student C turn to File 20c on page 110.

8

At the police station

alpha

OBJECTIVES

- the police station
- roles and responsibilities
- the gerund -ing form

The police station

Vocabulary

Task 1 Label the different places in a police station. Use these words.

evidence room sally port custody suite control room muster room
armoury archive and records room kennels locker room canteen



Task 2 Match the descriptions with the places from task 2. Write the correct letter (a-j).

- 1 Weapons and ammunition are stored here. _____
- 2 Files and documents are stored here. _____
- 3 Police dogs are kept here. _____
- 4 People under arrest are processed here. _____
- 5 Police officers keep their kit and their uniforms here. _____
- 6 All evidence is stored here. _____
- 7 You can buy food, drink and snacks here. _____
- 8 Officers receive their briefing here. _____
- 9 All calls to the police station are handled here. _____
- 10 A secure space where vehicles can deliver or pick up people or goods. _____

Speaking

Task 3 Work in pairs.

- 1 Draw and label a plan of the police station or building where you work.
- 2 Show it to your partner and explain the function of the different rooms or parts of the building.
- 3 Tell your partner three things you like about the building, and three things you don't like and want to improve.

[2.10] Listening

Task 4 Listen to six people who work in a police station describing their jobs. Write the correct job title for each person. Use these words.

Custody Sergeant Communications Officer/Dispatcher Fingerprint Officer
Crime Prevention Officer Identification Officer Reception Officer

- 1 I _____ everything related to establishing identity, usually the identity of an _____. I organize identity parades.
- 2 I usually work in the control room. I _____ emergency and non-urgent calls from the public and I am also in _____ with police officers on the street. I tell them where they need to go.
- 3 I am _____ the people arrested and held in custody at the station. When officers bring in _____, I process them and allocate cells.
- 4 I _____ taking fingerprints from suspects and processing and storing fingerprint data. I also _____ fingerprints and marks taken from a crime scene and match them with offenders.
- 5 I work on the front desk and am the first contact with MOPs (_____). I deal with people who come into the station to report a crime.
- 6 I work with the general public and _____ everything related to crime reduction and prevention. I offer specialist help and _____ on home and building security.

Now listen again and complete the descriptions.

GRAMMAR gerund (-ing form)

We use the gerund (-ing form) of the verb:

- 1 after prepositions (*of, with, for, etc.*).

We want to prevent the fans **from entering** the stadium.

She deals **with answering** enquiries from the public.

- 2 after certain verbs, e.g. *like, love, enjoy, hate, start, begin, stop*.

If you don't **stop shouting**, you'll be arrested.

He **enjoys working** on the front desk.

We don't **like wearing** the new uniform.

Task 5 Complete the sentences. Use these phrases. Use the gerund / -ing form of the verb where appropriate.

allocate space in cells deal with MOPs speak on the phone
take his / her name and address **answer enquiries from the public**
help people to make their homes safe escape justice organize identity parades

- 1 If you work on reception, you are responsible for *answering enquiries from the public*.
- 2 To work at the front desk, you need to be patient and to enjoy _____.
- 3 A crime prevention officer is an expert in _____.
- 4 An identification officer needs to know about _____.
- 5 A custody sergeant begins processing a new detainee by _____.
- 6 You can't be a dispatcher if you hate _____.
- 7 The custody sergeant is responsible for _____.
- 8 The legal system tries to prevent criminals from _____.

The custody suite

OBJECTIVES

- custody suites
- legal rights of a detainee
- 'booking in' a suspect

Simulated arrest scene

Speaking

Task 1 Work in pairs. In your country, what special processes are there when you take into custody detainees who are a) under 18, b) considered at risk, c) female?

[2.11] Listening

Task 2 Check the meaning of the words in the box. Listen to the conversation between a detainee and an officer at a police station. Are the sentences true (T) or false (F), or is there no mention (NM)?

lawyer to harm (yourself) explain illegal substance

- | | |
|--|--|
| 1 The man was arrested in a nightclub. | 5 He is a legal resident. |
| 2 He was selling drugs. | 6 He refused to sign the custody form. |
| 3 He was carrying drugs. | 7 He needed some medication. |
| 4 He was carrying a weapon. | 8 He had his own lawyer. |

Reading

Task 3 Read the text and answer the questions at the top of the next page.

SUSPECTS' RIGHTS IN CUSTODY

In the UK, suspects who are arrested and detained at the police station have three rights:

- the right to speak to a solicitor
- the right to tell someone that they have been arrested
- the right to see a copy of the Code of Practice.

The police can hold a suspect at the station for up to 24 hours without charge and this can be extended a further 12 hours in certain circumstances. For most types of crime, the police have the right to photograph a suspect they have arrested, and take fingerprints and a DNA sample. Even if the suspect is not charged with an offence, the police can retain these samples*. Usually they are added to the police database.

After a suspect has been interviewed or questioned, one of the following can happen:

- The suspect is released without charge.
- The suspect is issued with a caution (warning) and then released. A caution is given when a minor offence has been committed. The suspect must admit the offence and accept the caution. The caution is kept in the police records.
- The suspect is charged with a criminal offence and remanded. The police can remand the suspect in custody or release them on bail.
- If the suspect is released on bail, they are free to leave the police station but have to agree to come to court at a time and date given by the police.
- If the suspect is not released on bail, they are detained in custody and taken to court by the police.

* The law in relation to retention of DNA samples and fingerprints is likely to change.

WORLD ENGLISH

| UK | US |
|-----------|-------------------|
| solicitor | lawyer / attorney |
| identity | police |
| parade | line-up |

- 1 Are the rights of suspects in custody different in your country? Make a list of what they have / don't have the right to do.
- 2 How long can the police hold a suspect without charge a) in the UK, and b) in your country?
- 3 What rights do UK police have in relation to taking fingerprints and DNA samples from a suspect? Is this the same in your country?

Task 4 Complete the sentences with the past simple or past passive form of the verbs.

- 1 He was arrested at 3.00 a.m. whilst coming out of a nightclub. (arrest)
- 2 The police _____ him and _____ 10g of cannabis in his pocket. (search / find)
- 3 He _____ to the police station and _____ in custody for eight hours. (take / hold)
- 4 Finally, he _____ by two detectives and _____ about the events of the evening. (interview / question).
- 5 They _____ samples of his fingerprints and DNA. (take)
- 6 The police _____ him with possession of an illegal substance with intent to supply. (charge)
- 7 He _____ on bail and _____ to appear in court a month later. (release / summon)
- 8 In court, he _____ guilty as charged, and the judge _____ him to three months in prison. (find / sentence)

Vocabulary **Task 5** Match the parts of a custody suite with the descriptions.

- | | |
|---|------------------------|
| 1 Detainees can consult a doctor or nurse here. | a vulnerable cell |
| 2 Detainees/suspects can be identified here. | b consultation room |
| 3 Officers wait here with offenders before going into the custody suite. | c medical room |
| 4 A detainee can speak to a solicitor in private here. | d dry cell |
| 5 Officers present offenders to a custody sergeant here. | e holding area |
| 6 Secure room for detainees who are at risk. | f charge desk |
| 7 Secure room for detainees that contains only a mattress. | g wet cell |
| 8 Secure room for detainees that contains a flushing toilet and hand basin. | h identification suite |

**[2.12] Task 6** Listen to a custody sergeant talking about booking in a suspect. Which of the following does she mention?

- | | | |
|------------------------|----------------|---------|
| a a big responsibility | c suicide risk | e drugs |
| b risk assessment | d fingerprints | |

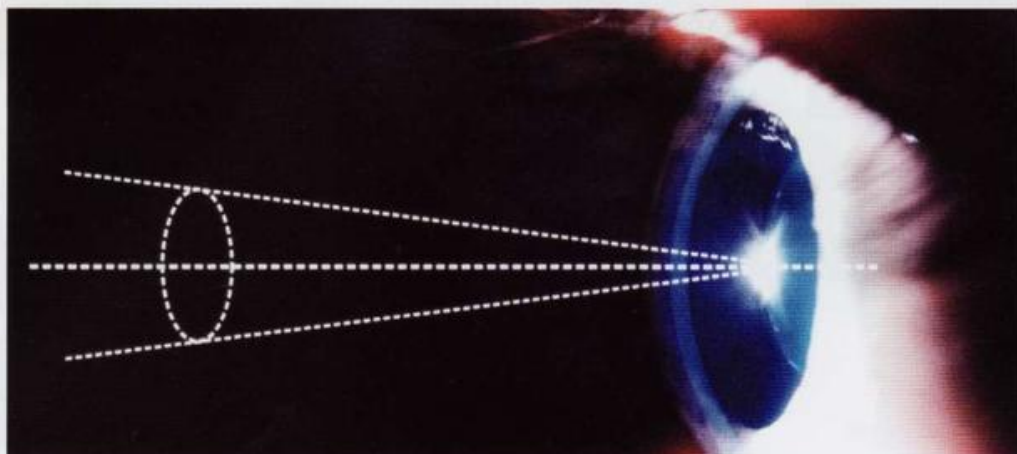
Now listen again and find these things:

- 1 four questions that she asks herself to assess if a person is 'fit to be detained'.
- 2 three people who can help her in job.
- 3 two reasons why a detainee might not be fit for their rights.

Identity procedures

OBJECTIVES

- fingerprinting and data processing
- identity parades
- have to / be allowed to



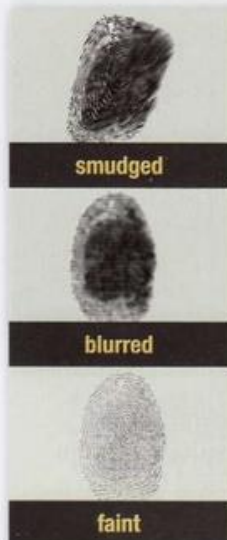
Speaking

Task 1 Work in pairs. What is the identification procedure shown in the picture? Have you ever used it? Which of the processes below do you use to identify suspects? What are the advantages and disadvantages of each one?

fingerprinting identity parades DNA samples

Reading

Task 2 Complete the text about fingerprinting methods. Use the words given.



FINGERPRINTING METHODS

The traditional method

scan applies is rolls

The officer (1) _____ ink to the person's fingertips and palms, and then (2) _____ them onto a ten-prints card. The problem with this method is that it (3) _____ very messy: the ink can smudge or blur, or be too faint to read. It is also very difficult to (4) _____ ink prints well and store them on a computer.

Fingerprint scanners

store carry out capture equip

Scanners (5) _____ fingerprint images in digital data form. This makes it easier for the police to (6) _____ fingerprint information on a computer database and to send this information to colleagues, even on the other side of the world. In the UK, there is a plan to (7) _____ all police with mobile fingerprint scanners so they can (8) _____ identity checks in the street.

[2.13] Listening

Task 3 Listen and label the picture in the margin. Use these words.

thumb wrist palm index finger little finger ring finger middle finger



[2.14] Task 4 Listen to a fingerprint officer taking prints. Identify the part of the hand she is talking about and tick the correct box.

| Finger | Problem | | | | |
|---------|----------------------------------|--------------------------------|----------------------------------|--------------------------------|--|
| 1 _____ | blurred <input type="checkbox"/> | faint <input type="checkbox"/> | smudged <input type="checkbox"/> | other <input type="checkbox"/> | |
| 2 _____ | blurred <input type="checkbox"/> | faint <input type="checkbox"/> | smudged <input type="checkbox"/> | other <input type="checkbox"/> | |
| 3 _____ | blurred <input type="checkbox"/> | faint <input type="checkbox"/> | smudged <input type="checkbox"/> | other <input type="checkbox"/> | |
| 4 _____ | blurred <input type="checkbox"/> | faint <input type="checkbox"/> | smudged <input type="checkbox"/> | other <input type="checkbox"/> | |
| 5 _____ | blurred <input type="checkbox"/> | faint <input type="checkbox"/> | smudged <input type="checkbox"/> | other <input type="checkbox"/> | |

Reading Task 5 Read the text about identity parades. Answer the questions.

- 1 Read the text quickly. Find at least two advantages of the VIPER system.
- 2 Complete the sentence: A 'look-alike' is someone who _____.
- 3 Why do you think the suspect and their solicitor help to choose the look-alikes?
- 4 How do you conduct identity parades in your country?

IDENTITY PARADES

In the UK, most police forces use the VIPER system (Video Identity Parade Electronic Recording System) which creates identity parades using an electronic database of faces. Before VIPER, officers had to go out onto the streets to find people who looked like the suspect. It was not easy to find

the right people and the process took a long time.

VIPER contains a database of video clips of people from all over the country. When the police arrest a suspect, they film that person at their local police station. The next step is to choose some look-alikes for the identity parade on the VIPER system. The ID police officer, the suspect and the suspect's solicitor choose the look-alikes together from still photos.

With VIPER, it is possible to carry out an identity parade within about 20 minutes. This means police don't have to release a suspect – leaving him or her free to commit more crimes – while they organize an identity parade. It is also possible to put the VIPER package onto a laptop and take it to a victim's home or a hospital. VIPER can carry out 150–200 parades a day – twice the number that was possible before.

GRAMMAR *have to / be allowed to*

We use *have to* to talk about what is necessary, or an obligation.

*In Australia, the police **have to** destroy DNA samples from suspects who are found not guilty.*

We use the negative form to talk about what is not necessary or not an obligation.

*She **doesn't have to** come to the station for an identity parade, we can come to her house.*

We use *be allowed to* to talk about permission, or the right to do something.

*You **aren't allowed to** smoke in public places.*

*Am I **allowed to** make a phone call? Yes, you **are allowed to** call a family member.*

Task 6 Make true sentences, first about the UK (if you know this information) and then about your country. Use *have to / don't have to* and *be allowed to / not be allowed to*.

- 1 The police / ask suspect's permission to take fingerprints
In the UK the police don't have to ask a suspect's permission to take fingerprints. In my country ...
- 2 The police / take DNA samples by force
- 3 The police / destroy DNA samples if a suspect is proved innocent
- 4 If a suspect is charged and released on bail / he or she leave money as security
- 5 Suspects / empty pockets and remove jewellery when they are taken into custody
- 6 The police / read a suspect their rights if the suspect is drunk or violent
- 7 The police / hold a suspect in custody without charge for more than 24 hours

[2.15] Listening

Task 7 Listen to a conversation at a police station between a witness and an officer from the identification suite. Underline the correct answer.

- 1 They are *inside / outside* the identification suite.
- 2 The witness is going to see *an ID parade / a film*.
- 3 The *witness's / suspect's* solicitor is going to be present.
- 4 The police *are / are not* going to record the interview.
- 5 The witness is going to see a total of *eight / nine* people.
- 6 The witness is going to see the people *once / twice*.
- 7 The ID officer is going to ask the witness *two / three* questions.

Investigative interviewing

OBJECTIVES

- the PEACE model
- interview practice
- truth and lies



Task 1 What advice or training have you had about how to interview suspects? Tell your partner.

[2.16] Listening

Task 2 Listen to the first part of the introduction to a course on investigative interviewing. Put the instructions in the correct order.

- ___ Number and record the tape / CD information in a register.
- ___ Ensure the master tape / CD 'A' is signed by everyone present.
- ___ Unwrap two new audio tapes or CDs and load them into the recorder.
- ___ Put the master tape / CD 'A' in a sealed envelope at the end of the interview.
- ___ Ensure that the interviewee is comfortable.
- ___ Send off the tape / CD 'B' for transcription.

[2.17] **Task 3** Listen to the second part of the course introduction. Are the sentences true (T) or false (F)?

- 1 At the start of an interview, all officers must state their names and addresses.
- 2 The interviewing officer must caution the interviewee before the interview.
- 3 You can only stop the interview if there is an emergency.
- 4 You must ask the interviewee if they are satisfied with the information the police have given them.
- 5 The PEACE interview model is considered best practice.

Task 4 Read and complete the text about the PEACE model for interviews. Use these words.

account evaluate close explain prepare

In the UK, the **PEACE** model is the one most widely used for police interviews. There are five stages.

- 1 **P** is for plan and ____ very carefully for the interview. Remind yourself what you want from the interview, and make sure you have everything you need.
- 2 **E** stands for engage and _____. At this stage, you should explain the reason for the interview and what is going to happen. Try to build a rapport with your suspect.
- 3 **A** is for _____. Listen to the interviewee's account of what happened, ask for clarification and challenge the interviewee on the details of what they say.
- 4 **C** stands for closure. You finish or _____ the interview.
- 5 **E** is for evaluation. At this stage, you _____ the information you obtained from the interviewee.

[2.18] 🎧 Now listen and check your answers. What do you think of the PEACE model? Is it useful? Do you use a similar system?

[2.19] 🎧 **Task 5** Listen to an extract from an interview between an interviewing officer and a murder suspect. Answer the questions.

- 1 When was the woman murdered?
- 2 According to the suspect, where was he at 10.00 p.m.?
- 3 What was he doing there?
- 4 Where do the police think he was just after 10.00 p.m.?
- 5 How do they know?
- 6 Where was the suspect's car at 10.45 p.m.?

Reading

Task 6 You are going to read a text about truth and lies. Read the text quickly and try to complete the word-building table. All the missing words are in the text in bold.

| Noun | Verb | Adjective |
|----------------------|-------------------|-----------------------|
| a lie | to (1) _____ | |
| a (2) _____ (person) | to tell a lie | |
| (3) _____ (activity) | | |
| the truth | to tell the truth | (5) _____ |
| (4) _____ (person) | | |
| (6) _____ | to behave | behavioural |
| stress | | stressed (person) |
| | | (7) _____ (situation) |

Now read the text again. What strategy does the text recommend to find out if your suspect is lying? Why does this strategy work? Would you use it?

Task 7 Read the text again and answer the questions.

- 1 Find three types of behaviour which can indicate that someone is lying.
- 2 Why do liars sometimes make a more positive impression on investigators than people who are telling the truth?
- 3 Why do police sometimes ask to hear stories in reverse order?

TRUTH AND LIES

RESEARCHERS from a UK University claim that the best way to identify a lie is to ask a suspect to repeat their version of events in reverse order.

The researchers say that it takes more effort and is more **stressful** to **lie** than it does to tell the truth. A suspect who is asked to repeat in reverse order a series of events that they have invented will be under stress, and will make mistakes.

There are a number of other theories about how to identify **liars**. Many of them concern body language, for example, if a suspect fidgets, scratches

their nose or looks at their hands a lot, these could be signals that they are not telling the truth. Behavioural psychology suggests that liars are less helpful and less co-operative in interviews. However, recent studies have found that liars are so worried that people won't believe them that they try particularly hard to make a positive impression. The result is that they may actually appear more helpful than a person who is telling the truth. All of this makes the investigator's job very difficult, which is why the reverse order tactic

is such a useful strategy. Unlike **truth-tellers**, liars usually tell their stories in a strict chronological time order. If the interviewer asks them to tell the story in another way, they find it very difficult. **Lying** takes such a lot of mental effort that when investigators introduce the extra demand of telling their story backwards, they show more of the body language and **behaviour** associated with not telling the truth. In experiments where police officers did this, they found it easier to tell the difference between **truthful** and false accounts.

Speaking

Task 8 You are going to practise interviewing techniques. Work in groups of four. Half the group is Section A, the other half is Section B. Section A turn to File 21 on page 113. Section B turn to File 22 on page 105.

9

Crime scene investigation

alpha

At the scene

OBJECTIVES

- types of physical evidence and forensic equipment
- forensic techniques: specific collocations
- present passive



Speaking

Task 1 Work in pairs. Do you work with a specialized Scene of Crime Department? What usually happens at a crime scene? What processes do you follow?

Vocabulary

Task 2 Label the pictures. Use these words.

crime-scene tape fingerprints fibres swab blood bullet casings
tyre marks hair



a



b



c



d



e



f



g



h

[2.20] Listening

Task 3 Joshua Finkelstein is a CSI officer in Colorado in the US. You are going to hear him talking about his job. Before you listen, put these stages of a crime scene investigation in order.

- retrieve and record the evidence
- document the crime scene by taking photos and making sketches
- secure the area with crime-scene tape
- walk through the crime scene and observe it
- send the evidence to the crime lab
- talk to the victims

[2.20] Now listen and check.



WORLD ENGLISH

| | |
|--------------------------|----------------------------|
| UK | US |
| SOCO | CSI |
| (Scene of Crime Officer) | (Crime Scene Investigator) |
| offender | perpetrator |
| fibre | fiber |
| murder | homicide |

Task 4 Listen again. Answer the questions.

- 1 What useful information can Joshua sometimes get from the victim of the crime?
- 2 What can sketches of a crime scene show that photographs cannot?
- 3 What *three* things happen to each piece of evidence?

Task 5 Match the verbs in A with the nouns in B.

| A | B |
|----------|-------------------------|
| attend | blood |
| cast | the area |
| lift | evidence |
| retrieve | photos |
| secure | fingerprints |
| swab | a crime scene |
| take | tyre marks / footprints |

Task 6 Read the Grammar box. Then complete the crime scene processes with the present passive form of these verbs.

log bag dust secure sketch not contaminate lift photograph

- 1 The crime scene _____ with 'Police. Do not cross' tape.
- 2 This is to ensure that evidence _____.
- 3 Before we begin collecting evidence, the crime scene _____, and the layout of the rooms _____.
- 4 Surfaces _____ for fingerprints and any other kinds of prints.
- 5 Any prints we find _____ with a special tape.
- 6 Every item of evidence is tagged, _____ and _____.

GRAMMAR present passive

We often use the present passive voice (*is / are + past participle*) to talk about processes. The subject of the sentence (who did it) is not important. We want to focus on the process.
*Evidence **is processed** and **presented** in court.*
*Any object involved in a crime **is photographed**.*
*The DNA samples from crime scenes **are matched** with the suspects.*

[2.21] Reading

Task 7 Read and listen to the text about collecting forensic evidence. Then label the pieces of forensic equipment.



a



b



c



d



e



f



g

COLLECTING FORENSIC EVIDENCE

TRACE EVIDENCE can include gun-shot residue (GSR), paint residue, chemicals, glass and illicit drugs. To collect trace evidence, a SOCO might use tweezers and / or a knife and some kind of vacuum device.

BODY FLUIDS found at a crime scene might include blood, semen, saliva, and vomit. To identify and collect these pieces of evidence, a SOCO might use swabs and smear slides or scalpel and tweezers. He or she will also use a blood collection kit to get blood samples from victims or suspects.

HAIRS AND FIBRES – A SOCO can use combs, tweezers, and a vacuum device to collect any hair or fibres at the scene. They might also recover carpet fibres from a suspect's shoes. The lab can compare these fibres to carpet fibres from the victim's home. The presence of hair on a tool or weapon can identify it as the weapon used in the crime.

FINGERPRINTS – Tools for recovering fingerprints include brushes, powders, tape, lift cards, a magnifying glass and Super Glue. A crime lab can use fingerprints to identify or eliminate a suspect.

OBJECTIVES

- DNA testing
- E-fits
- physical descriptions

Identifications

Task 1 Work in pairs. How much do you know about DNA and its use in forensics? Can you think of examples where you have used DNA evidence to successfully convict an offender?

Speaking

Task 2 Work in pairs. You are going to hear a short talk about DNA. Before you listen, try to complete these sentences.

- 1 DNA stands for _____
- 2 DNA is genetic material which is found in _____
- 3 Each person's DNA is _____
- 4 DNA analysis can be used to _____



[2.22] Listening

Task 3 Listen and check your answers. Did you say the same things? Listen again. Which famous cases where DNA forensic identification techniques were used are mentioned?



[2.23] Listening

Task 4 Listen and match the descriptions with the correct E-fit pictures. Use the vocabulary in the table to help you.

1 _____ 2 _____ 3 _____ 4 _____

Personal descriptions

| | |
|-----------------------------|--|
| General | He's Caucasian / African-American / Asian / Hispanic / Arab / pale- or dark-skinned |
| Build | She's short / thin / slim / slender / tall / fat / heavily-built / overweight He's of slender build / of medium build or height |
| Hair | He has fair / black / brown / red / grey or greying / straight / curly / wavy / long / short / spiky hair / a shaven head / a crew-cut / a ponytail He's fair-haired / dark-haired / bald |
| Eyes | She has blue / brown / hazel, etc. eyes a brown-eyed / dark-eyed girl She wears glasses / contact lenses |
| Distinctive features | He has freckles / a mole / a scar / gold teeth / missing teeth / a tattoo / piercings / earrings / a nose-stud He has a beard / a goatee / a moustache He is unshaven (with stubble) / clean shaven |
| Age | She's in her teens / in her early twenties / mid thirties / late forties / middle-aged / elderly |
| Height | He's about 1 metre 75 / 5 feet 6 inches (in height) |

[2.23] Vocabulary

Task 5 Listen to the descriptions again. Label the E-fit pictures. Use these words.

| | | |
|------------------|---------------|-----------------------------|
| stubble | a pony tail | a dark-coloured hooded top |
| a crew-cut | an earring | a goatee beard |
| light green eyes | a hooked nose | clean shaven |
| greying hair | spiky hair | a light-coloured hooded top |

Reading

Task 6 Complete the text about the EFIT™ system. Use these words.

psychological factors software package artists system database

EFIT™

A facial composite is an image of a suspect's face, as described by an eye-witness of a crime. In the past, law enforcers had to use (1) _____ to draw or paint the witness's description of a suspect. Nowadays, the job can be done by computer. Many English-speaking countries use a (2) _____ called EFIT™ (Electronic Facial Identification Technique).

EFIT™ has a large (3) _____ of different facial types from different races and ethnicities. A trained operator can use the (4) _____ to produce an accurate facial composite based on a witness description. EFIT™ is unique because it also recognizes and includes the (5) _____ that affect our ability to recognize and remember faces.

[2.24] Now listen and check.

Task 7 Re-write these descriptions so that they describe the same person but use different words. Use the table on page 72 to help you.

- A fat man of about 45 with red hair
An overweight, red-haired man in his mid forties
- A woman between 35 and 39 years of age with pale skin and dark hair
- A short, fat man with hair that is going grey
- A teenage girl with all her hair shaven off and a ring in her nose
- An Arab male with dark skin who is neither tall nor short
- A small, thin man between 25 and 30 with fair hair, blue eyes and a pony tail
- A big, fat man without a beard or a moustache and with very short grey hair

[2.25] Listening

Task 8 Listen to the conversation. Complete the form with the missing information.

DESCRIPTION OF SUSPECT

| | |
|-----------------------|---------------|
| SEX: | male / female |
| ETHNIC ORIGIN: | |
| AGE: | |
| HAIR: | |
| CLOTHES: | |
| DISTINGUISHING MARKS: | |
| VEHICLE: | |

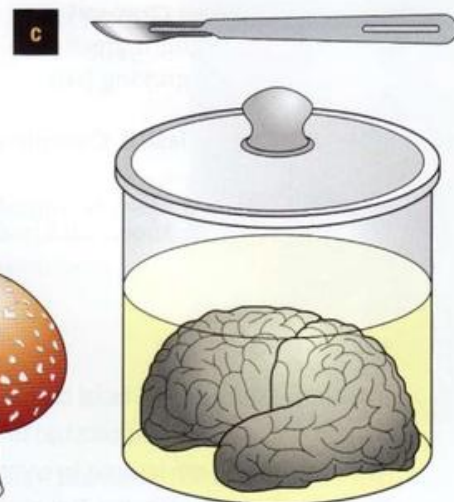
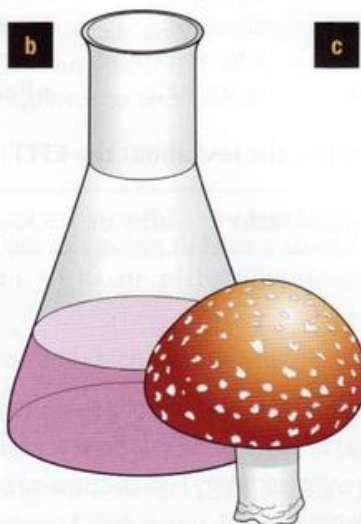
Speaking

Task 9 Work in pairs. Student A turn to File 23 on page 111. Student B turn to File 24 on page 104. Practise giving descriptions.

Building a case

OBJECTIVES

- different branches of forensic science
- techniques in DNA analysis
- cold cases



toxicology pathology ballistics

Speaking Task 1 Work in pairs.

- 1 Match the images above with the disciplines.
- 2 E-fits, DNA and fingerprints can help police identify suspects. What can the disciplines above identify? Use these words and expressions to help you.

is used for

is used to

is the study of

is the analysis of

discover

can help determine

firearms

chemicals

poisoning

bullets

coroner

cause of death

[2.26] Listening

Task 2 You are going to hear Joshua Finkelstein again, talking about recent improvements and developments in DNA analysis. Before you listen, check the meaning of these words.

contaminated reproduce bacteria a quarter (US money)

Now listen and put the three different techniques in the order he talks about them.

What is the shorter name for each technique?

___ Polymerase chain reaction

___ Mitochondrial DNA analysis

___ Restriction fragment length polymorphism

[2.26] Task 3 Listen again and answer the questions.

- 1 Which technique:
 - a is only effective if there is large amount of DNA?
 - b can be used even if the biological material is contaminated?
 - c only needs a small amount of DNA?
 - d can be used to help identify bones?
 - e is like a photocopier?
- 2 How can DNA testing be used in 'cold cases'? Discuss with a partner.

Speaking Task 4 Read this introduction to a homicide case in Louisiana, in the US.



BETWEEN 1980 and 1981, three young women were murdered near the city of Monroe in the state of Louisiana, in the US. In each case, the victim, a young white female, was driving alone in her car when another car bumped into her from behind. The first two victims got out of their cars. They probably thought they were involved in some kind of traffic accident. Each was kidnapped, raped and shot in the head. Their bodies were later found dumped near the city. The third victim apparently did not get out of her car immediately, but tried to drive away instead. Her body was found near her car. She had apparently tried to escape on foot and had also been shot in the head.

Kathy Whorton, age 19, was the second victim. Her body was found in an area called Ouachita. Royce Toney was a young officer who worked in the Ouachita Parish Narcotics Department at

the time. He wasn't working on the case directly, but he knew that the investigation had recovered biological evidence – semen and hairs – from the victim's clothes.

At that time the only scientific method of investigation was the analysis of blood types. This analysis suggested that the investigators should look for a black, male suspect.

Shortly after Kathy Whorton's murder, two serial killers, Henry Lee Lucas and Ottis Elwood, confessed to hundreds of similar rapes and murders across the United States. Based on their confessions, the Kathy Whorton case was closed. The problem for Royce Toney was that Lucas and Elwood were both white men. He reminded the investigating detectives that they were looking for a black male suspect, but they told him to get on with his job in narcotics and leave homicides to them.

Now work in pairs. Look at the information below. What do you think happened next?

- Debbie Whorton didn't believe that Lucas and Otwood had killed her sister.
- In 2003, Royce Toney was in charge of the Ouachita Parish Sheriff's detectives.
- At the time of the original investigation there had been five or six suspects.
- An anonymous 911 caller originally reported the body.

[2.27] Listening

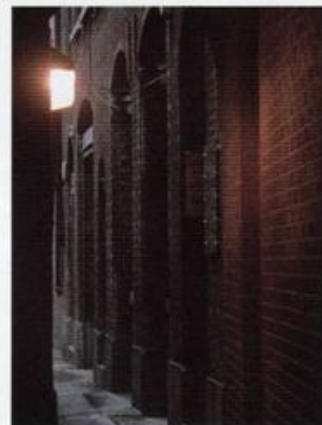
Task 5 Listen to the development of the case. Were your predictions right? Answer the questions.

- 1 Why was the case re-opened?
- 2 Who was found, over 20 years later?
- 3 Who was the perpetrator, and how did the police find and convict him?

Most wanted

OBJECTIVES

- vocabulary revision
- psychological profiling
- building theories: Jack the Ripper



Speaking

Task 1 What do you know about psychological profiling? Have you ever used psychological profiling in your job? Do you think it is a useful technique? Discuss with a partner.

Task 2 'Jack the Ripper' was a serial killer in London in the nineteenth century. Look at the two images of him and answer the questions.

- 1 Where do you think the images come from?
- 2 What do you know about this criminal? What can you guess from the pictures?

[2.28] Listening

Task 3 Listen to a historian talk about Jack the Ripper and answer the questions.

- 1 When and where did Jack the Ripper kill his victims?
- 2 What kind of people did he kill?
- 3 What did he do with the bodies?
- 4 How did he get his name?

Reading

Task 4 Now read the modern psychological profile and complete the profile notes.

A MODERN PSYCHOLOGICAL PROFILE OF JACK THE RIPPER

PSYCHOLOGICAL PROFILING is a technique where specialists try to get an idea of the personality of a criminal. They do this by studying crime scenes and victims, and what these can tell us about an offender's behaviour and habits.

This modern technique has recently been used by criminologists and detectives to build a profile of Jack the Ripper, perpetrator of England's most famous unsolved murders. In 2006, Scotland Yard detectives used descriptions given by eye-witnesses at the time of the crimes to create a modern E-fit image of the killer. He was, they believe, a man between 25 and 35 years of age, of medium height and stocky build. Modern detectives believe that one of the reasons why Jack the Ripper was never caught is that the police were looking for the

wrong type of person. In 1888, police were looking for someone who seemed mad or mentally ill. Modern psychological profilers believe that Jack the Ripper looked and acted like a normal person.

Because the murders all happened in the very early hours of the morning and at weekends, the profilers concluded that the murderer had a job and worked during the week. They also suggested that he was single, and so was able to stay out late without needing to explain to anyone where he had been. His method of killing revealed other clues. The way he used a knife proved that he was right-handed, and the neat and accurate way he cut up the bodies and removed internal organs suggested some kind of training in anatomy, surgery or even butchery.

| | |
|----------------------|--|
| Age | |
| Physical Description | |
| Occupation | |
| Habits | |
| Modus Operandi | |

Vocabulary

Task 5 Read the text again. It is important to use the correct verbs to help you distinguish facts from ideas. Cross out the verb that can't be used in each sentence.

- 1 Because the killings happened at weekends, the profilers *concluded* / *suggested* / *proved* that the killer worked during the week.
- 2 In 1888 the police *thought* / *believed* / *knew* they were looking for a mad person.
- 3 The way a criminal commits a crime can *reveal* / *suggest* / *believe* lots of useful information about his or her personality and background.
- 4 Modern psychologists believe that Jack the Ripper *acted* / *did* / *behaved* like a normal person.
- 5 The police can use certain physical evidence to *think* / *prove* / *show* that a person is right-handed.
- 6 We now know more than ever before about what Jack the Ripper really *looked* / *worked* / *was* like.

Task 6 Work in pairs. Do the vocabulary revision quiz.

FORENSIC SCIENCES

- 1 The study of poisons and chemicals is called **t**_____.
- 2 The study of objects, such as bullets, that move through the air is called **b**_____.
- 3 The study of the causes of death is called **f**_____ **p**_____.

DNA

Name five types of biological evidence which can contain DNA.

- 1 **h**_____
- 2 **b**_____
- 3 **s**_____ **n**_____
- 4 **s**_____ **a**_____
- 5 **s**_____ **c**_____

THE USES OF DNA

- 1 To **e**_____ suspects who are innocent.
- 2 To **i**_____ a suspect when the DNA profile is the same as samples from the crime scene.
- 3 To establish **p**_____ and other family relationships.

PROCESSING A CRIME SCENE

- 1 **S**_____ the area with crime-scene tape.
- 2 Walk through the area and **o**_____ it.
- 3 **R**_____ and **r**_____ **c**_____ **d** the evidence.
- 4 **D**_____ **t** the crime scene with photos and sketches.

TOOLS AND INSTRUMENTS

- 1 You use **tw**_____ to pick up hairs and fibres and a **sw**_____ for liquids.
- 2 You use a **m**_____ **g**_____ to see things that are very small.
- 3 You use a **s**_____ to take samples of skin cells or to make cuts in a dead body.
- 4 You use **t**_____ to secure a crime scene.
- 5 You wear **g**_____ at all times during a crime scene investigation and you put evidence in **p**_____ **b**_____ or other **c**_____.

DNA TECHNOLOGY

- 1 RFLP analysis of DNA is not possible if the evidence is **c**_____.
- 2 You only need a very small **s**_____ of DNA to use the PCR technique.
- 3 In mtDNA, analysis doesn't use DNA from the **n**_____ of the cell, but from another part called the mitochondria.
- 4 You can perform mtDNA tests when all you have is **b**_____ and **t**_____.

ACRONYMS

What do these acronyms stand for?

- 1 GSR _____
- 2 CSI _____
- 3 SOCO _____
- 4 DNA _____
- 5 EFIT _____
- 6 PCR _____

alpha

Crime and punishment

OBJECTIVES

- penalties for crimes
- sentencing
- future passive

Three members of 'Dial-your-dope' crack-dealing gang get 300 hours' (1) _____

12-month (2) _____ for drunk-driver killer of toddler, 3

Civil rights organizations demand the abolition of (3) _____ as adulterer and lover receive death penalty

Serial killer gets (4) _____ for murders of 8 prostitutes

Celebrity model escapes (5) _____ after seventh drugs possession offence

Politician sentenced to 45 days' (6) _____ for taking part in illegal demonstration

Reading Task 1 Read the headlines and complete them with the correct penalties.

life imprisonment capital punishment community service house arrest
custodial sentence suspended sentence

[2.29] Listen and check your answers. What do you think about these penalties? In your opinion, are they too harsh (hard), too lenient (soft) or acceptable? Why?

[2.30] Listening

Task 2 Try to complete the text about prison sentences in England and Wales. Use these words. Then listen and check.

seven life (x2) five three fourteen ten

www.cjsonline.gov.uk

Sentencing in England and Wales

- ▶ There must be a (1) _____ sentence for murder.
- ▶ There is an automatic (2) _____ sentence for a second serious sexual or violent offence.
- ▶ There is a minimum (3) _____-year prison sentence for third-time trafficking in Class A drugs. This applies to the importation, production, supply and possession with intent to supply of Class A drugs. The maximum penalty for these offences is life imprisonment.
- ▶ There is minimum (4) _____-year prison sentence for third-time domestic burglary. The maximum penalty for burglary is (5) _____ years' imprisonment.
- ▶ There is a minimum (6) _____-year prison sentence for possession or distribution of weapons or ammunition. The maximum penalty is (7) _____ years' imprisonment.

CJS WEBSITE UK

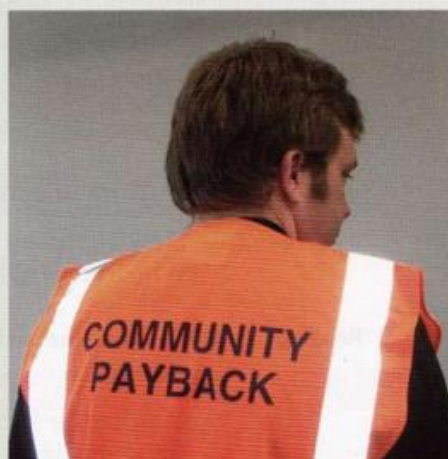
Reading Task 3 Read the text about community payback and answer the questions.

- Complete the sentences with words from the text.
 - To 'restore' is to give _____.
 - Prisons in the UK have too many people in them. They are _____.
 - People who go to prison are more likely to _____ than those who do community service.
 - Offenders often feel _____ when people recognize them in the orange vests.
- Does community payback exist in your country? Do you think it is an effective punishment for crime?

Community payback work

THE SIX MEN digging the road in London yesterday were like any labourers doing a hard day's work – except for one thing. These were the first UK criminals to wear the 'vests of shame'. These bright orange vests, with the words 'community payback' on the back, tell the public that offenders who are cleaning graffiti or digging the road are doing it as a punishment.

Community payback work, or 'restorative justice', is an alternative punishment to prison. The idea is that offenders restore or give something back to the community. It is also a way to avoid increasing the population of the already overcrowded prisons. There is already some evidence that offenders who complete a community service punishment are less likely to re-offend than those who go to prison.



GRAMMAR future passive

We use the future passive voice (*will + be + past participle*) to make predictions about what will happen to someone or something in the future.

*He **will be charged** with dangerous driving.*

*Where **will they be tried**?*

We can use *might / could* instead of *will* if we are not sure about the outcome.

*He **might not be charged**.*

*Your sentence **could be reduced** if you plead guilty.*

GRAMMAR

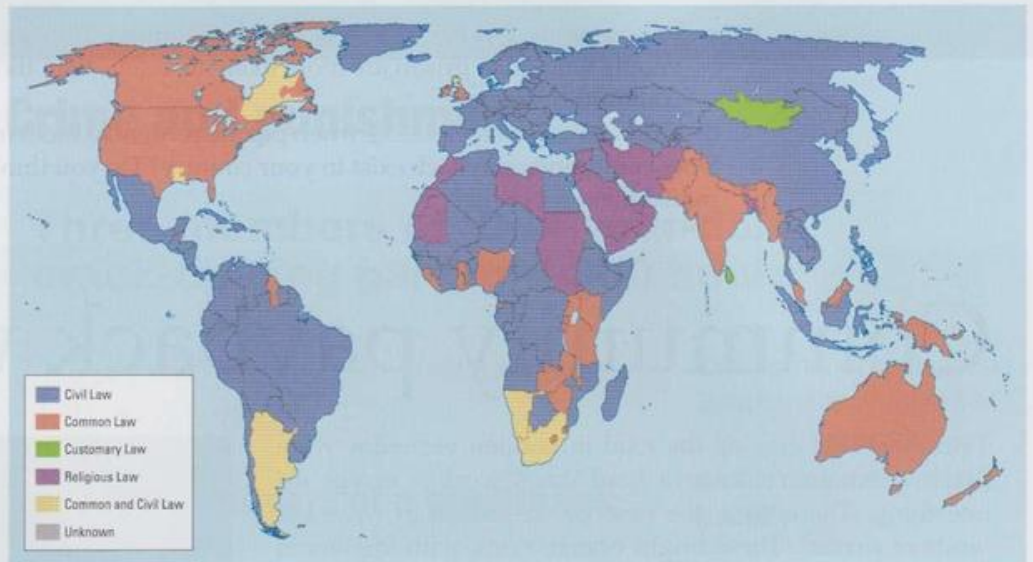
Speaking Task 4 Work in pairs. Look at the profiles. In your opinion, what will or might happen to these offenders (charge and penalty) under a) the system in England and Wales? b) the system in your country?

- Darren King 36 (first offence): drove through a red light and refused to take a breathalyser test.
- Viktor Skrep 25 (third offence): broke into an old woman's house. He was carrying a knife. He didn't have any stolen property on his person when he was arrested but has two previous convictions for burglary.
- Jason Lee 28 (fifth offence): assaulted a police officer. Has four previous convictions for violence and assault.
- Petya Khan 31 (drug addict and persistent offender): arrested for shoplifting and possession of Class A drug.

Legal systems

OBJECTIVES

- legal systems
- criminal justice system
- explaining a criminal justice system



Speaking Task 1 Work in pairs.

- 1 How important is a knowledge of law in your job?
- 2 Which areas of law are you most familiar with?

Reading Task 2 Read the article about different legal systems and look at the map. Answer the questions.

- 1 Match these headings with the paragraphs in the text.
Religious law Civil law Common law
- 2 Which system is the closest to the legal system used in your country?
- 3 Can you think of an advantage and/or a disadvantage for each system?

LEGAL SYSTEMS

There are three main legal systems in the world today: civil law, common law and religious law. Customary law precedes all formal systems and is still the recognized authority in some remote parts of the world. Socialist or Marxist law is a fourth important system.

_____ This is the most common system of law in the world. (Another name for this system is Continental European law). In this system, there exists a set of laws or a legal code. These laws are abstract principles rather than concrete facts and it is the job of the judge to interpret and apply these principles. The first systems of this kind come from the Roman Empire. An important modern example is the Napoleonic code of 1804 which is the basis of the modern French legal system.

_____ This legal system depends on what a court and a judge decide in individual cases. The judge's decision depends on the decisions of other judges in previous similar cases and will affect similar cases in the future. If the case is the first of its kind, then it is the duty of the judge to create a 'precedent'. This is the legal system in the US, the UK and many other English-speaking countries.

_____ The source of legal authority here is a religious system or document. The main types of this kind of law are Sharia in Islam, Halakha in Judaism, and Canon law in some Christian groups. Sharia law governs Saudi Arabia and Iran; many other countries use Sharia law as well as national law. There are no countries governed by Halakha, but two Jewish people can decide to take a dispute to a Jewish court. Canon law is used for the internal governing of the Christian church.

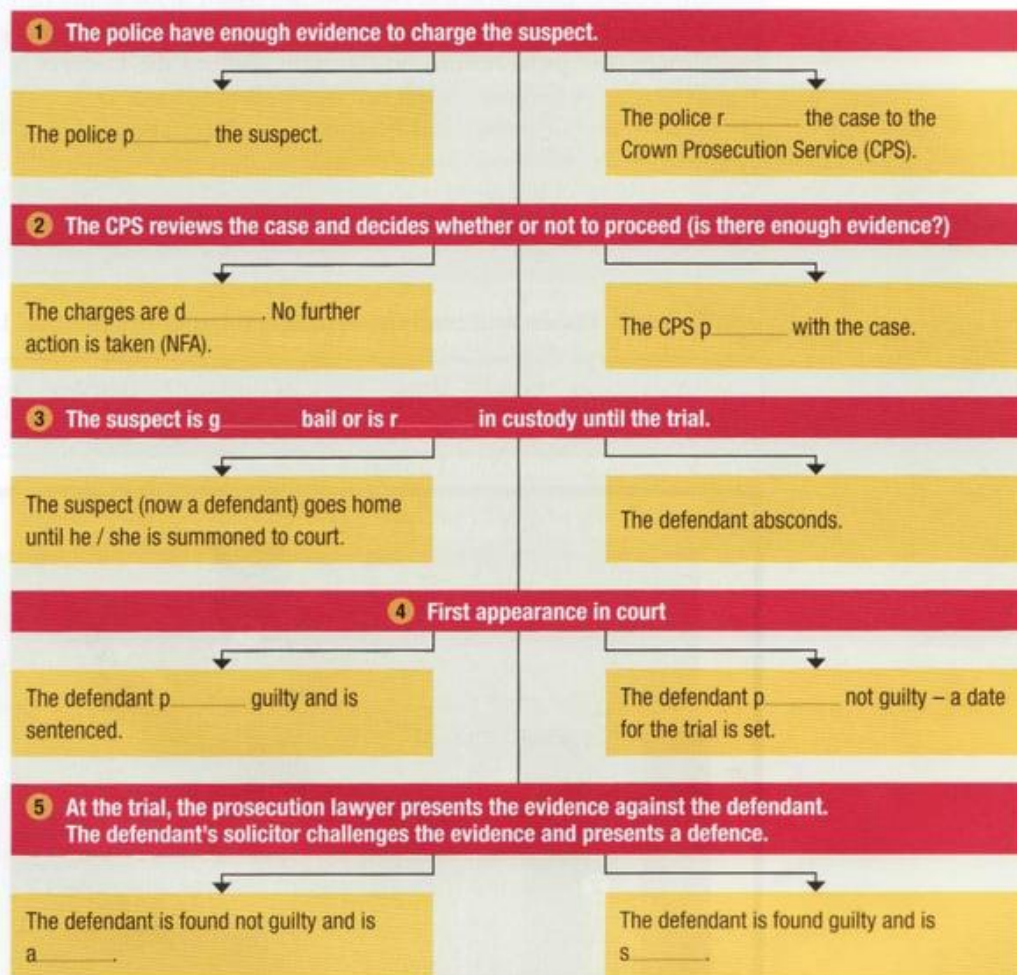
[2.31] Listening



Task 3 You are going to hear a summary of the criminal justice process in England and Wales. Before you listen, read the chart and complete as much as you can. Use these words.

refer acquitted sentenced pleads (x2) remanded proceeds dropped
prosecute granted

Now listen to the summary, check your answers and complete the remaining gaps.



[2.31] Task 4 Listen again and answer the questions.

- What type of offences can the police prosecute themselves?
- Complete the sentence: 'In England and Wales, a person is considered innocent until _____.'
- When can the police refuse bail?
- How many people are there in a jury?
- How many people in the jury have to agree on the verdict?
- Match the sets of verbs with the correct word.

| | |
|---|---------------------|
| a to grant / refuse / release on / abscond from | the evidence |
| b to present / hear / challenge | guilty / not guilty |
| c to plead / to be found / to be considered | bail |

Speaking

Task 5 Work in pairs. Using the chart in task 3 as a model, draw a chart of the criminal justice process in your country from arrest to sentencing of an offender. Explain the system to your partner. Your partner has to write a short account of the system.

In court

OBJECTIVES

- law courts and proceedings
- tag questions
- intonation

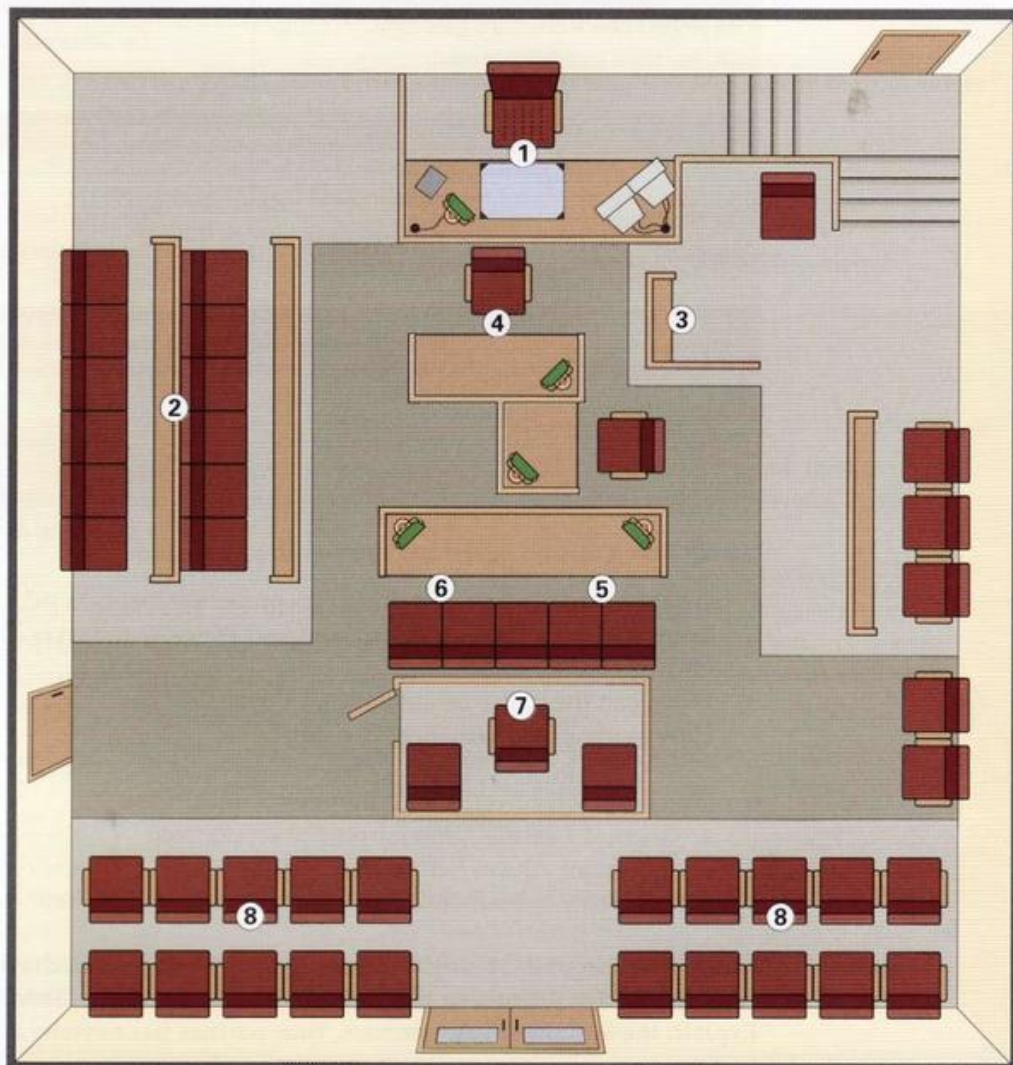
[2.32] **Task 1** Listen and read the description of a Crown Court. How does it compare to a court in your country? Discuss with a partner.

IN THIS CROWN COURT, the judge sits at the front of the court, behind the **bench**. Immediately in front of the bench sits the **clerk of the court**, who is in charge of any evidence or papers needed for the trial. Opposite the bench is a table where the lawyers sit – lawyers (or 'counsel') for **the defence** on the left, lawyers for the Crown (**the prosecution**) on the right. Behind the lawyers is the **dock** – this is where the defendant (or the 'accused') stands or sits.

The twelve members of the **jury** sit on the left hand side of the court. Opposite them is the **witness stand**, where all the people who give evidence have to stand. At the back of the court is an area where members of the public can sit, called the **public gallery**.

[2.32] **Task 2** Listen and read the text again. Label the picture. Use these words.

witness stand bench dock clerk of the court defence prosecution jury
public gallery



[2.33] **Task 3** Listen to the exchange between a witness and defence counsel. Are the sentences true (T), false (F), or is there no mention (NM)?

- 1 The witness said he saw the defendant assault Ms Horvath.
- 2 He identified the defendant the following day.
- 3 He went to the pub alone.
- 4 He left the pub just after 9.30 p.m.
- 5 He argued with Ms Horvath outside the pub.
- 6 The assault took place at 9.50 p.m.
- 7 There is CCTV footage of the assault.
- 8 The witness lied to the police about the assault.

GRAMMAR Tag questions

We can add a tag question to the end of a sentence when we want to confirm information or to ask for agreement. If the sentence is positive, we use a negative tag. If the sentence is negative, we use a positive tag. Tag questions can be used in all tenses.

The verb *be*

You *are* Spanish, *aren't you?* / You *aren't* Spanish, *are you?*

He *was* a police officer, *wasn't he?* / He *wasn't* a police officer, *was he?*

All other verbs

For other verbs, use the correct auxiliary verb for the tag.

You *live* here, *don't you?* / You *don't live* here, *do you?*

They *recognized* him, *didn't they?* / They *didn't recognize* him, *did they?*

She's *been* arrested, *hasn't she?* / She *hasn't been* arrested, *has she?*

They'll *be* in court, *won't they?* / They *won't be* in court, *will they?*

Task 4 Write the question tags.

- 1 You recognize this man, _____?
- 2 He gave you the money, _____?
- 3 This is your first time in court, _____?
- 4 She didn't give it back, _____?
- 5 You weren't with your wife, _____?
- 6 He knows where the money is, _____?
- 7 You murdered her, _____?
- 8 She is telling the truth, _____?
- 9 You will remember that you are under oath, _____?
- 10 You haven't spoken about this before, _____?

[2.34] **Listen and check.**

[2.35] **Task 5** When you use a tag question to confirm something you already think is true, the intonation of your voice goes down. When you are not sure about something, the intonation of your voice goes up. Listen to these examples.

You went out yesterday evening, didn't you? *(the speaker is sure that you went out yesterday evening.)*

You went out yesterday evening, didn't you? *(the speaker thinks you went out yesterday evening, but isn't sure and wants to check.)*

[2.34] **Now listen again to the question tags in task 4. As you listen, mark whether the intonation goes up or down.**

Listen again and repeat.

OBJECTIVES

- Interpol notices
- extradition

Extradition

Speaking

Task 1 Discuss the questions in pairs.

- 1 How much do you know about INTERPOL? Have you ever worked with INTERPOL? Tell your partner.
- 2 What do you know about the extradition agreements your country has with other countries?

Reading

Task 2 Quickly read the text about INTERPOL notices and find these things:

- 1 the four languages INTERPOL uses:
- 2 three things (other than wanted criminals) the notices give information about.
- 3 two penalties for breaking human rights laws.

Task 3 Read the text again. Find the words or phrases in bold that match these meanings.

- 1 punishments or penalties _____
- 2 failures to comply with a law _____
- 3 a way or method of doing something (*Latin*) _____
- 4 people who have run away from the law after arrest _____
- 5 a photo of a person's face _____
- 6 the preventing of a person or organization from controlling their money and property _____
- 7 a name you use which is different from your legal name _____



INTERPOL Notices

INTERPOL shares information with police forces and agencies worldwide through its system of international notices, published in English, Spanish, French and Arabic. These notices give information about **fugitives** who are wanted for serious crimes, missing persons, unidentified bodies, potential security threats and the **modus operandi** of known criminals or criminal groups.

The notices often contain personal information about a particular criminal. This can include details of the identity the criminal is using, his name or **alias**, a physical description, sometimes with a **mugshot**, fingerprints, and identity card or passport number. There will also be judicial information about the type of offence, the laws under which the charge is made (or under which the criminal has been convicted), the maximum penalty imposed, and the countries from which the requesting country will try to extradite the criminal.

The international notices system is also used by the United Nations and by the International Criminal Court to give information about individuals and groups who are guilty of serious **breaches** of international human rights law. Such groups and individuals are subject to **sanctions** by the United Nations, such as **freezing of assets**, travel bans and arms embargos.

[2.36] Listening

Task 4 Listen to an officer from INTERPOL talking about the system of international notices. Answer the questions.

- 1 Match the notices with the kind of information they give.
- 2 Which notice(s)
 - a is used most? c is the most recent?
 - b is used least?



©INTERPOL

| | | | |
|---|---------------|---|--|
| 1 | | a | information about a person who is wanted for questioning in relation to a particular crime |
| 2 | | b | information about an unidentified dead body |
| 3 | | c | warnings about any kind of threat to public security |
| 4 | | d | information about groups and individuals who are subject to UN sanctions |
| 5 | | e | information about serious criminals who are wanted for extradition back to their own country |
| 6 | INTERPOL / UN | f | information about the modus operandi of professional criminals who work internationally |
| 7 | | g | information about a missing person |

[2.37] Listening

Task 5 Work in pairs. You are going to hear an account of one of Britain's biggest robberies. Before you listen, check the meaning of these words. What do you think happened? Make your own story and compare with your partner.

signal glove train driver iron bar banknote unload

Now listen to the story and see if you were right.

[2.37] **Task 6** Listen again. Are the sentences true (T), false (F), or is there no mention (NM)?

- 1 The gang targeted a busy passenger train.
- 2 The track signals often malfunctioned.
- 3 The train driver attempted to call the signalman.
- 4 Nobody was hurt in the robbery.
- 5 None of the gang members could operate the train.
- 6 The robbery took only 15 minutes to carry out.
- 7 Two of the gang members have never been caught.

Task 7 Now complete the text about Ronnie Biggs, one of the robbers who escaped. Use these prepositions.

as to of from to on to for by of



After serving only a year of his sentence, Ronnie Biggs escaped (1) _____ prison. He took a large amount (2) _____ stolen money with him. He escaped (3) _____ Paris and went to an expensive private hospital (4) _____ plastic surgery. He assumed a new identity and started a new life.

In 1970, he moved to Australia, where he worked (5) _____ a builder. However, later that year, he received information that the police were (6) _____ his trail and so he escaped to Brazil.

Four years later, Biggs was found (7) _____ British police in Rio de Janeiro, but he couldn't be extradited (8) _____ the UK because his Brazilian girlfriend was pregnant. According (9) _____ Brazilian law, the parent of a Brazilian child cannot be extradited.

In 2001, Biggs returned to the UK voluntarily and was immediately sent to prison to serve the remaining 28 years (10) _____ his sentence.

11

Organized crime

alpha

The Mob

OBJECTIVES

- defining organized crime
- organized crime groups
- word-building



Speaking Task 1 Work in pairs. Answer the questions.

- 1 Cover the text and make a list of criminal activities you associate with organized crime. Compare your list with another pair.
- 2 Why is it so difficult for law enforcers to combat organized crime? Make a list of reasons.

Reading Task 2 Read the definition of organized crime. Find three ways in which organized crime groups are like legitimate businesses.

DEFINING organized crime

IN THE 21ST CENTURY, organized crime has become part of society and is also a force that undermines our society. In many ways, organized crime groups behave like businesses since, like businesses, they exist in order to make money. They buy and sell different goods (illegal goods, such as drugs or weapons) and also offer certain types of expertise and services (for example fraud, prostitution, or extortion). Organized crime groups are also always trying to increase their market share, just as legitimate businesses are; and they are also always trying to eliminate the competition. Some groups are very specialized and operate in one field of activity only, for example heroin smuggling. However, most are involved in a range of different types of criminal activity.

Unlike legitimate businesses, organized crime groups are not limited by the law, nor by any moral, religious or humanistic scruples. They use violence and intimidation to achieve their purposes. Another characteristic of organized crime groups is the use of bribery and corruption. Their enemies are governments, law enforcement systems and criminal justice systems, so they use bribery in order to corrupt the legal system and escape prosecution.

Vocabulary **Task 3** Complete the word-building table. You can find all the words in the text.

| Noun | Verb | Adjective |
|------------|---------------|-----------------------------|
| (1) _____ | to corrupt | corruptible / incorruptible |
| legitimacy | to legitimize | (2) _____ / il _____ |
| (3) _____ | to intimidate | intimidating |
| (4) _____ | to bribe | _____ |
| morality | _____ | (5) _____ / immoral |
| (6) _____ | _____ | scrupulous / unscrupulous |

[2.38] **Listening**

Task 4 Listen and match the crimes with the criminals. Write the name of the crime in the correct space.

bribery corruption extortion fraud money-laundering
human trafficking

Vincent Priddy

1 _____
Vincent Priddy arranges the illegal transportation of Albanians to Italy, France and the UK. The Albanians pay _____ and believe _____. They are paid _____.

Dieter Werner

2 _____
Dieter Werner is an accountant. His firm takes money earned from _____ in Hamburg. The firm _____ the money _____.

Valeria Palomides

3 _____
Valeria Palomides uses her influence at the City Council to _____.

Vitek Polonsky

4 _____
Vitek Polonsky uses his expertise to _____.

Alberto Moriani

5 _____
In the town where **Alberto Moriani** lives, all the business owners have _____. If they refuse, he _____.

Hu Wai

6 _____
Hu Wai is a very rich businessman. He offers _____. In return, they have to _____.

[2.38] **Task 5** Listen again and complete the details of the crimes in task 4. Check your answers in the audioscript on page 125.

Speaking

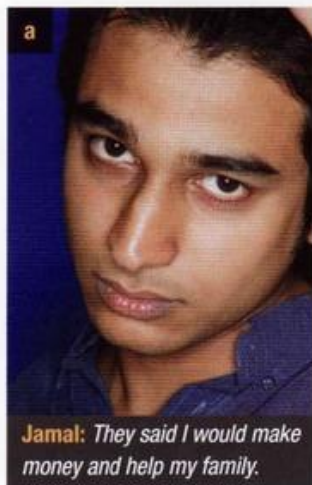
Task 6 Work in pairs. Student A turn to File 25 on page 110, Student B, turn to File 26 on page 112. You each have a profile of an organized crime group. Use the prompts below to ask each other questions to find out as much information as possible. Then write a profile of the group.

- | | |
|-----------------------|-------------------------|
| 1 Where / operate? | 4 What / main business? |
| 2 What / involved in? | 5 How / organized? |
| 3 Who / links with? | 6 How / recognize? |

Human trafficking

OBJECTIVES

- victims' stories
- dealing with victims
- have you ever...?



[2.39] Listening

Task 1 Listen to what happened to these people. Match the speakers with the photos.

Speaker 1 _____ Speaker 2 _____ Speaker 3 _____

Task 2 Listen again. Write the name of the speaker(s) / who:

- 1 was beaten and locked up by their captors.
- 2 feels very isolated.
- 3 is afraid that their family could be in danger.
- 4 is afraid to go home.
- 5 believes he is in debt to his captors.
- 6 was forced to work as a prostitute.
- 7 was lied to and cheated.

Speaking

Task 3 Work in pairs. What are the main causes of human trafficking?

Task 4 Make sentences related to human trafficking. Use the prompts and put each verb into the correct form, active or passive. Don't forget to add any necessary prepositions and conjunctions, e.g. *to, of, and, in*, etc.

- 1 Female victims / human trafficking / often / force / work / sex industry
- 2 Illegal workers / often live / work / same building. / They / isolate / society
- 3 Human trafficking victims / sometimes / lock up / by their captors and / identity documents / take away
- 4 They / believe / they / be / debt, and / they / owe money / their captors
- 5 'Every time / I / try / escape, I / beat and threaten' (*past tense*)
- 6 'He / lie / me. He / say / I / going to / work / an actress' (*past tense*)
- 7 'I / cheat / by / my captors. / They / never / pay / me / a salary' (*past tense*)
- 8 'They / teach me / not trust / anyone, especially the police. / I / be / afraid / the police' (*past tense*)

Task 5 Victims of human trafficking are often afraid of law enforcers. What kind of things could you say to reassure such victims? Match the sentence halves.

- | | |
|---------------|--|
| 1 You are | a hurt you. / blame you. / lie to you. / hurt your family. |
| 2 We can | b trust me. / trust us. / leave these people. |
| 3 You have | c help you. / protect you. / protect your family. |
| 4 No-one will | d rights. |
| 5 You can | e safe now. / not a criminal. |

Reading Task 6 Read the text about the mindset of human trafficking victims. Make a list of reasons why victims of human trafficking might not want to co-operate with law enforcers.

Task 7 Match these sentences with the phrase or sentence in bold in the text which has the same meaning.

- 1 Victims sometimes don't know anything about their rights. _____
- 2 The victims believe that their families are in danger as well as themselves. _____
- 3 Traffickers teach their victims not to trust people they don't know. _____
- 4 They are worried that they will be sent back to their own countries. _____
- 5 To help them to manage the situation, victims sometimes start to believe that their trafficker is a good person. _____
- 6 Sometimes victims believe they are responsible for the problem. _____
- 7 The traffickers might have deliberately given the victims incorrect information about their rights. _____

The mindset of a **VICTIM OF HUMAN TRAFFICKING**

An understanding of the mindset of victims of human trafficking will help law enforcers to persuade such victims to co-operate with them and assist in the investigation and prosecution of traffickers. The following are some issues law enforcement officers should consider when dealing with victims.

- **Victims are taught by their traffickers to distrust outsiders**, especially law enforcers. They have a sense of fear and / or distrust toward the government and police because **they are afraid they will be deported**.
- **Sometimes victims feel that it is their fault** that they are in this situation. **As a coping or survival skill, they may develop a sense of loyalty towards their trafficker** and other positive feelings about him / her. They may even try to protect the traffickers from law enforcers.
- Victims of human trafficking feel unable to come forward because of their fear of being deported. While many of these victims are women and children who have been beaten and / or raped, their current situation may still be better than where they came from.
- **Victims may be completely unaware of their rights, or may have been intentionally misinformed about their rights** in this country.
- Many victims do not self-identify as victims. They also do not always see themselves as people who need help because they have a place to live, food to eat, medical care and what they think is a paying job.
- **The victims may fear not only for their own safety, but also for that of their families** in their home countries. Some traffickers threaten that they will harm their victims' families if the victims report their situation or cooperate with law enforcement.
- Criminal prosecution should empower the victims. They should understand that the human rights crimes committed against them are condemned and that the people who harmed them will be punished.

GRAMMAR *Have you ever...?*

We use the present perfect tense with *Have you ever...?* to ask about general experience in life up to now.

Have you ever worked abroad? / **employed foreign workers?** (active) Yes, I **have**. / No, I **haven't**.

Has he ever been beaten up? / **been threatened by his employer?** (passive) Yes, he **has**. / No, he **hasn't**.

Be careful! If the answer is yes, we continue with the past simple tense if we want to give further information, because we are then describing a specific finished event in the past.

Have you ever written a book? Yes, I **have**. I **wrote** a book in 2001.

Speaking Task 8 Work in pairs. Read through the Grammar box. Student A turn to File 27 on page 109. Student B turn to File 28 on page 113. Interview the victim of human trafficking. Use *Have you ever...?* questions with the present perfect tense for general information, then use the past tense to talk about specific events.

OBJECTIVES

- border surveillance and legislation
- static and electronic surveillance

Speaking Task 1 Work in pairs. Read the text and discuss the questions.

ARTICLE 40 of the Schengen Convention allows law enforcement officers from one Schengen member state to continue surveillance in another member state for up to five hours in an emergency. Before the agreement, police and customs officers were often not allowed to follow suspects across the border into the territory of another Schengen state. They had to contact the authorities of that state to arrange for them to continue the surveillance.

- 1 What do you know about the Schengen Convention?
- 2 What do you know about the agreements your country has with neighbouring countries in relation to pursuing criminals?
- 3 Have you ever been involved in a) a surveillance operation? b) cross-border surveillance? Tell your partner about it.

Vocabulary Task 2 Write the opposites of the phrases in A. Use these words to help you.

to cancel closed relax restricted / limited permit external
to decrease / reduce abolish thorough alien

- | A | B |
|------------------------------------|--------------------|
| 1 an internal border | an external border |
| 2 free movement of persons | _____ |
| 3 to institute border controls | _____ |
| 4 a minimum check | _____ |
| 5 open borders | _____ |
| 6 to enhance border controls | _____ |
| 7 to deny entry | _____ |
| 8 a citizen of | _____ |
| 9 to issue a visa | _____ |
| 10 to increase police co-operation | _____ |

Task 3 Complete the sentences so they are true for your country. Use as many words as you can from task 2.

- 1 In order to effectively combat organized crime, it is important to _____ across borders.
- 2 In the last five years, border controls have become _____ because _____.
- 3 If we catch illegal immigrants at the border, we _____.
- 4 Visas for my country are _____.
- 5 A visitor to the country could be denied entry at the border if _____.
- 6 We can relax border controls if / when / for _____.

[2.40] Listening

Task 4 You are going to listen to Kurt Meyer, a detective with the city of Hamburg police in Germany who specializes in the area of organized crime gangs. He is talking about surveillance. Before you listen, try to complete these definitions.

- 1 A *gang hangout* is a place where _____.
- 2 An *OP (observation point)* is a place in which _____.
- 3 A *marked police unit* is a group of police officers who are _____.
- 4 The *surveillance area* is the area of town where _____.
- 5 Church bell towers, mobile homes and builders' huts are all examples of buildings which can be used as / for _____.

Task 5 Now listen to Kurt Meyer and check your definitions for task 4. Which two types of surveillance does he mention? Which does he prefer, and why?

[2.40] **Task 6** Listen again and complete the sentences. Use these words.

act on reveal set up keep identify

- 1 It is not difficult or complicated to _____ a surveillance operation.
- 2 First of all, you need to _____ a gang hangout.
- 3 You must be careful to _____ your distance from the gang members.
- 4 The marked police unit can _____ any information from the surveillance team.
- 5 If you are careful about how you deploy the marked police unit, you can avoid _____ing the OP.

Task 7 In Part 2 of the interview, Kurt Meyer goes on to talk about electronic surveillance. Before you listen, try to complete these definitions.

- 1 A *digital time-lapse camera* is a camera which you can set to _____.
- 2 *Phone tapping* is when you secretly _____.
- 3 *Computer hacking* is when you secretly _____.
- 4 *Civil liberties groups* are people who believe in the importance of _____.

[2.41] **Task 8** Now listen and identify the three types of electronic surveillance Meyer talks about. Which ones do the civil liberties groups not like, and why?

Task 9 Listen again and complete the sentences.

- 1 You can put _____ on trees, parked cars, telephone poles or inside a fake plastic rock.
- 2 Meyer thinks that the only way we can fight back against organized crime is if we use _____.
- 3 Many prisons in Europe routinely monitor _____.

Writing

Task 10 Write a short paragraph with the title 'How to set up a surveillance operation'. Use your own ideas and Kurt Meyer's advice from tasks 5–7. Use the expressions in the box to help you. Begin *It is not difficult to set up a surveillance operation.*

first of all secondly and then don't forget to finally

The psychology of organized crime.

OBJECTIVES

- the Russian Mafia
- inside the mind of a killer
- reading skills



[2.42] Listening

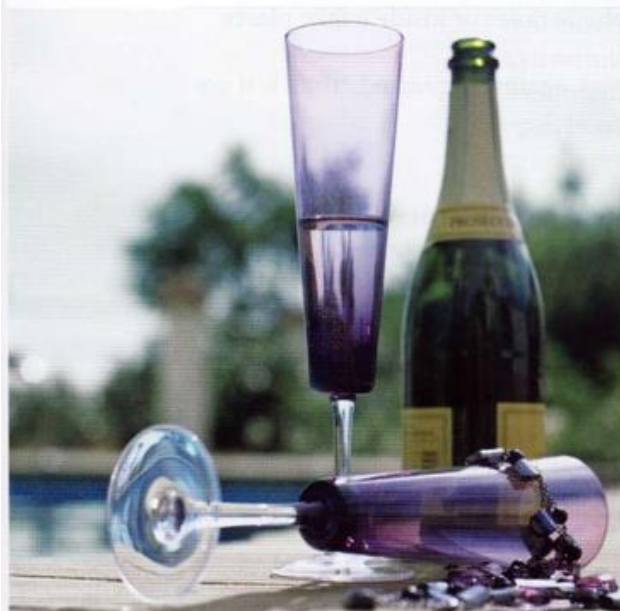
Task 1 What do you know about the Russian Mafia? Exchange ideas with a partner. Then listen and answer the questions.

- 1 Where do they operate and what are they involved in?
- 2 Who do they have links with, and where?
- 3 Why is the Russian Mafia such a sophisticated organization?
- 4 What are the characteristics of the Russian Mafia?

Reading

Task 2 In 1992, the journalist and historian Simon Sebag Montefiore interviewed 'Misha', a Russian Mafia hit man. Read about how the interview was set up and answer the questions.

- 1 Who does Sebag Montefiore's contact work for?
- 2 What are the conditions for the meeting with Misha? What can't Sebag Montefiore do and say?
- 3 Find words or expressions in the text with these meanings.
 - a to eat b to drink c high class and important
 - d expensive and luxurious
 - e to be in a position where you feel you should do something to help another person because, in the past, that person has helped you.



MISHA works for one of the leading bosses in the so-called 'Moscow Mafia', although there are also Armenian, Georgian, Ukrainian, Uzbek, Czech and Tartar Mafias in Moscow. He is afraid that the KGB will learn his identity and force him to betray his boss.

My contact was a distinguished, white-haired colonel in the organized-crime section of what used to be the KGB, and he owed me a favour. Sitting in his plush country house (or *dacha*) just outside Moscow, sipping Russian champagne and nibbling Caspian caviar in his bubbling Jacuzzi, I asked him if we could meet a Mafia boss or hit man.

He informed me that I could not meet a boss, but a hit man would be no problem, providing I never informed him that the KGB had arranged the meeting, never photographed his face, and never demanded his real name ... More caviar?

Reading

Task 3 Read about Misha's arrival at the meeting. Answer the questions.

- 1 How many people are at the interview. Who are they?
- 2 What is Misha's background?
- 3 Underline all the words and expressions in the text which describe the interpreter's behaviour and show that she is very afraid.

I had waited several days for Misha's call, which finally came at six in the morning from the lobby of my hotel. He said I may call him Misha, although he has other names. He asked if I was alone, and if so, he said he would like to come up right away. He didn't want to waste time, he said. I understood that he was a busy man. He had people to kill. Time was money ...

The moment I looked at Misha when he came in the door, in his anorak, fur hat, boots, Levi jeans and polo-neck sweater, I could tell he was a soldier. There was a calm ... discipline in the way he held himself ... His English was not bad, so we could understand each other, but just in case, he brought along a woman interpreter, whose English was far worse than his. She sat there, an anxious, bird-like creature, gripping two dictionaries with white knuckles. It was soon evident that she was far too afraid of Misha to interpret anything at all. She stammered, hesitated ... until she finally sank altogether. As I became impatient, Misha calmly froze her with a sentence of Russian that she did not care to interpret and she never said another word.

Task 4 Read the beginning of the interview and answer the questions.

- 1 Find words in the text with these meanings.
 - a soldier trained to attack in enemy territory
 - a person who has been in prison
- 2 What do you think Misha means by 'I had crossed the line long ago in Kabul.'

Misha became a hit man by chance. He and a friend were involved in a fight on the housing estate where he lives on the outskirts of Moscow. Misha killed a man by stabbing him in the throat. His buddy, another ex-commando, had just been released from prison, and told another ex-con about Misha's skills. The ex-con was an enforcer for the Mafia. Misha found he had a new job. 'The idea came that I could kill for money. Why not? I had crossed the line long ago in Kabul. I wanted money.'

[2.43] Listening

Task 5 Now listen to the final part of the interview (a re-recorded version). Write questions to go with these answers?

- 1 a 20,000 roubles
b 50,000 roubles
- 2 He's a very clever man in his 50s. He dresses well and drives a Volvo but doesn't look rich. He's very discreet.
- 3 Never, I'd rather die.
- 4 only two people

Writing

Task 6 Write a short profile of Misha. Include all that you know about his family, background, personality and motivations.

12 International co-operation

alpha

Transnational crime and law enforcement

OBJECTIVES

- transnational crime
- INTERPOL
- synonyms

'Transnational crime will be a defining issue of the 21st century for policy makers – as defining as the Cold War was for the 20th century and colonialism was for the 19th. Terrorists and transnational crime groups will proliferate because these crime groups are major beneficiaries of globalization. They take advantage of increased travel, trade, rapid money movements, telecommunications and computer links, and are well positioned for growth.'

LOUISE I SHELLEY, Director: Terrorism, Transnational Crime and Corruption Center

Speaking

Task 1 Work in pairs. Match the words from the quotation with the meanings.

- | | |
|----------------------------|--|
| 1 to proliferate (v) | a the most important problem which influences all the other problems |
| 2 policymakers (n) | b to increase greatly in number |
| 3 beneficiary (n) | c the people in government who decide what to do |
| 4 defining (adj) issue (n) | d a person or organization who gets an advantage from a situation |

How can law enforcers combat transnational crime effectively? What organizations exist to help them?

[2.44] Listening

Task 2 Listen to criminologist, Dr Femi Okobi, talking about transnational crime and how to combat it. Answer the questions.

- 1 Which specific crimes does she mention?
- 2 What is the relationship between globalization and transnational crime?
- 3 Which three organizations does she mention that combat transnational crime?



[2.45] Reading

Task 3 Complete the text about INTERPOL. Use these dates and numbers. Then listen and check your answers.

24 80 1989 1923 365 1956 four

PROFILE OF INTERPOL

INTERPOL (its full name is the International Criminal Police Organization) started in (1) _____ in Austria as the International Criminal Police Commission. It took the name INTERPOL (which was the organization's telegraphic address) in (2) _____. The headquarters of INTERPOL moved to Berlin and, then to the outskirts of Paris; however since (3) _____ the organization has been based in offices in Lyon in France. The 'General Secretariat' in Lyon operates (4) _____ hours a day, (5) _____ days a year and is run by the Secretary General. The staff at the secretariat are from more than (6) _____ different countries and work in any of Interpol's (7) _____ official languages: Arabic, English, French and Spanish.

Task 4 Now read the text about INTERPOL initiatives. Find an initiative which:

- | | |
|--------------------------|-----------------------------------|
| a targets theft | d helps children |
| b targets counterfeiting | e is concerned with public health |
| c helps police in Africa | f targets terrorism |

INTERPOL INITIATIVES

- **GSI (Global Security Initiative for the 21st Century)**

This initiative targets cyber-crime, drug and human trafficking and the **financing** of terrorism. These are all crimes that, by their very nature, transcend national borders. The GSI aims to get governments, international organizations and the private sector to work together in order to **tackle** such crimes.

- **OASIS (Operational Assistance, Services and Infrastructure Support)**

This is a programme to **assist** less developed countries, especially African countries, to develop their resources to **combat** transnational crime. The **programme** offers training and operational support to police forces and is **funded** by the German Federal Government.

- **Anti-bioterrorism special unit**

INTERPOL keeps lists of known or suspected terrorists, and anti-terrorism **projects** are always an important part of its activity. The possibility that terrorists may use biological or chemical weapons in the future is a new threat. To address this, the General Secretariat in Lyon has **put in place** a special unit which works on anti-bioterrorism projects with the regional offices.

- **ICSE (the International Child Sexual Exploitation images database)**

This database contains hundreds of thousands of images of child sexual abuse from different member countries. The image recognition software can connect images from the same locations or series of abuse and the database has already **aided** investigators in identifying and rescuing several hundred victims.

- **Project Pink Panthers**

This project targets a transnational crime group which specializes in armed robberies of jewellery stores. The group of up to 200 criminals is responsible for more than 90 robberies in 20 countries since 1999: the value of the stolen jewellery is estimated to be over 100 million euros.

- **IMPACT (International Medical Products Anti-Counterfeiting Taskforce)**

At the moment, INTERPOL are especially concerned about counterfeit medicines. The amount of counterfeit medicine in circulation is increasing and this is harmful to public health. The IMPACT team has **set up** a specialized database relating to counterfeit medicine to assist investigations of this type of crime.

Task 5 Read the text again. Find TWO synonyms (words or phrases with a similar meaning) from the words in bold for each of these words.

- a to pay for b to help c to fight d an initiative e to start

Speaking

Task 6 Work in pairs. Which initiative do you think is the most interesting? Which would you like to be involved in? Why?

Types of transnational crime

OBJECTIVES

- cultural property crime
- environmental and wildlife crime
- present perfect: active and passive



Reading Task 1 Quickly read the texts. Which text is mainly about:

- a cultural property crime? b wildlife crime? c environmental crime?

Task 2 Read the texts again. Complete each text by choosing the correct verb form.

A

Africa's largest undercover investigation into the illegal trade in endangered species has (1) *discover / discovered* a ton of illegal ivory, cheetah and leopard skins, and hippopotamus teeth. The five-country operation, code-named Operation Baba, was (2) *coordinated / coordinate* by INTERPOL. It resulted in the arrests of almost 60 suspected criminals.

Conservationists say that governments and law enforcement agencies need to do more to (3) *combatting / combat* crimes such as ivory-poaching and bushmeat-hunting. They estimate that between 4,000 and 20,000 elephants are (4) *dead / killed / kill* for their tusks each year.

B

Looting archaeological sites and trafficking in art and antiquities have (1) *become / became* a multi-billion euro industry for organized criminal networks. In recent years, thieves have looted heritage sites across the world, and have (2) *steal / stolen* irreplaceable cultural artefacts, for example, statues, carvings, religious relics, paintings and jewellery. These artefacts are then (3) *selling / sold* on the international market.

We should all (4) *be / been* worried about the increase in art theft, and art and antiques forgery: these crimes make vast sums of money for drug lords and terrorists. Countries should work more closely together to share their intelligence.

C

Environmental crime includes the dumping and illegal transportation of hazardous waste, the smuggling of ozone-depleting substances, and illegal logging and trading in timber. Pollution, deforestation, flooding and climate change, which (1) *affected / affect* the whole world, are just some of the results.

The Environmental Investigation Agency (EIA) says that we need to (2) *recognize / recognized* that environmental crime is a time-critical issue and also a source of corruption. To combat environmental crime, we should (3) *target / targeting* nations where environmental crime is highest and (4) *finance / financed* specialized crime enforcement units to deal with it.

[2.46] Now listen and check.

Task 3 Find and underline these words in the texts. Then match them with the correct definitions below.

corruption flooding bushmeat poaching antiquities / antiques
timber ivory forgery looting

- 1 A hard, cream-coloured substance that forms the tusks of animals such as elephants _____
- 2 Very old objects that come from a different time in history _____
- 3 Robbing a place or stealing goods using violence and often causing damage _____
- 4 Using your power dishonestly, often to get money _____
- 5 Meat from wild animals, also called 'game' or 'game meat' _____
- 6 A situation that results when normally dry land is covered with rain or river water _____
- 7 Catching wild animals illegally on public or private land _____
- 8 Wood that has been cut to use in building or woodworking _____
- 9 Copying something illegally so that it seems real – e.g. money or pieces of art, pictures, statues, etc. _____

Task 4 Look at the texts again. Find three examples of each these things.

- | | |
|--------------------------------|--------------------------------------|
| 1 endangered species | 4 animal products that poachers sell |
| 2 cultural artefacts | 5 effects of environmental crime |
| 3 types of environmental crime | |

GRAMMAR present perfect: active and passive

We use the present perfect tense to talk about things that happened in the past but affect the present moment. We often use it to talk about results, since they have an effect now.

Active voice: *has / have + past participle*

*The police **have arrested** a gang of international art thieves.*

*He / she **hasn't arrested** the leader who **has left** the country.*

Passive voice: *has / have been + past participle*

*The leader **hasn't been arrested**.*

*The thieves **have been identified** by the police.*

GRAMMAR

Task 5 Complete the sentences. Use the present perfect active or passive form of the verbs in brackets.

- 1 A gang of thieves _____ the site of a historic mosque in Northern Algeria. (loot)
- 2 Irreplaceable religious artefacts _____ and buildings _____. (steal / damage)
- 3 An investigation into rhinoceros poaching in Kenya _____ the arrests of 50 suspects. (result in)
- 4 More than 1,000 elephants _____ by hunters this year. (kill)
- 5 Several tons of hazardous chemical waste _____ in the sea off the coast of Scotland. (dump)
- 6 Conservationists _____ over 500 seabirds so far this week. (rescue)
- 7 Brazilian police _____ five government employees on charges of corruption in connection with illegal logging in the Amazon forest. (arrest)
- 8 Police _____ millions of euros' worth of statues and antiques hidden in a farmhouse. (find)

OBJECTIVES

- dealing with emails
- telephoning

International counterparts

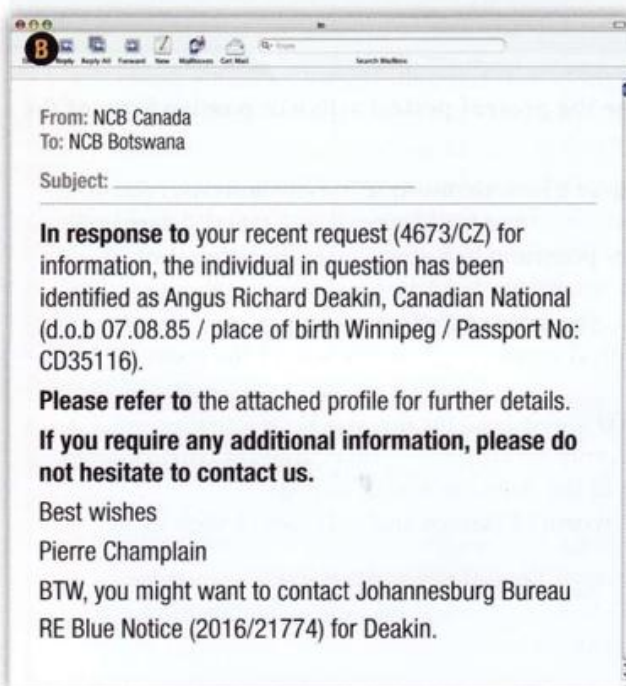
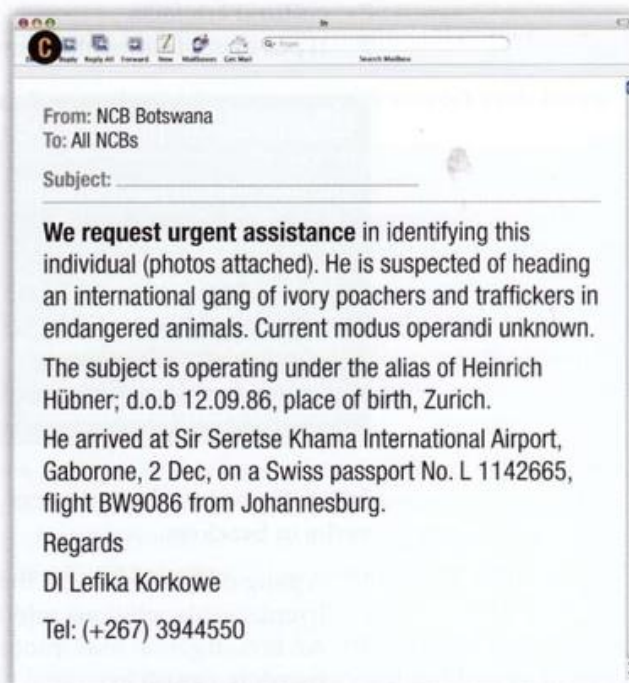
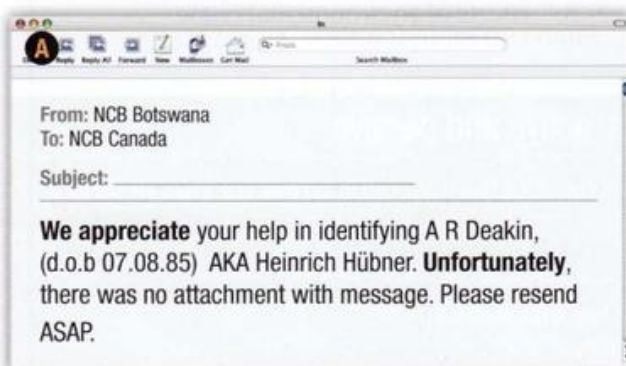
Task 1 Do the email quiz and discuss your answers with a partner.

emailquiz

- 1 I receive _____ emails every day.
- 2 _____ % of the emails I receive are important.
- 3 I reply to _____ % of my emails the same day.
- 4 I immediately delete _____ % of the emails I receive.
- 5 Each week, I write about _____ emails in English.

Task 2 Read the emails exchanged between the Botswana Police and INTERPOL. Write these subject lines in the correct emails.

Positive ID ID assistance required Missing attachment Resend request



Now put the emails in the correct order.

Task 3 Find acronyms or abbreviations in the emails with these meanings.

- | | |
|-------------------------------|------------------------------|
| 1 alias / also known as _____ | 4 for your information _____ |
| 2 as soon as possible _____ | 5 about / regarding _____ |
| 3 by the way _____ | |

Task 4 Match these phrases with a similar phrase in bold from the emails.

- | | |
|---|--------------------------------|
| 1 Sorry about that. _____ | 5 Look at ... / Read ... _____ |
| 2 We need your help very quickly. _____ | 6 The bad news is ... _____ |
| 3 Thank you for ... _____ | 7 In answer to ... _____ |
| 4 If you need any more information, just ask. _____ | |

[2.47] **Listening**

Task 5 Listen to a voicemail message about Lefika Korkowe's arrival in Johannesburg and complete the notes.

Writing

Task 6 Now write an email to Sgt Smit, who is going to meet the Inspector at the airport and take him to his hotel.

[2.48] **Listening**

Task 7 Listen to a telephone conversation between Inspector Korkowe and Sgt Smit. Are the sentences true (T) or false (F)?

Inspector Korkowe (1) _____
 arrive - Johannesburg Airport
 Flight No. (2) _____
 Time (3) _____
 Date (4) _____
 Hotel (5) _____ (Sandton)
 Joy Morakaladi's No. +267 (6)
 Email → Sgt Smit with details!



- The inspector's flight has been delayed.
- Sgt Smit is at the wrong terminal.
- The signal on the mobile phone is weak.
- The inspector decides to call Sgt Smit back from a public phone.
- Sgt Smit asks the inspector to take a taxi to his hotel.
- The inspector is needed in the city right away.

[2.48] **Task 8** Listen again. Write what the speaker says when:

- he confirms that he is the person asked for.
- he asks the other speaker to repeat something.
- he can hear only parts of what the other speaker is saying.
- he didn't hear something.
- the reception is weak.
- he wants to check if the signal has improved.

Check your answers in the audioscript for task 7.

OBJECTIVES

- peace-keeping missions
- CIVPOL
- intercultural competence

Speaking Task 1 Discuss the questions in pairs.

- 1 Have you (or someone you know) ever participated in an international mission? Tell your partner about it.
- 2 What kind of problems can there be when law enforcers from different countries and cultures have to work together? Make a list.

Reading Task 2 Read about CIVPOL. Complete the word-building table below with words from the text.**TO BE A PEACEKEEPER?**

SINCE THE 1980s, there has been a new player in the game of international peace-keeping – the civilian police (CIVPOL). CIVPOL programmes are funded by the United Nations or organizations such as OSCE (the Organization for Security and Co-operation in Europe) and now play an important role in peace-keeping strategy and operations. The CIVPOL are usually deployed in the second or later stages of a peace-keeping mission to help stabilize a region after a period of conflict. Haiti, Bosnia, East Timor and Kosovo have all received UN CIVPOL missions.

The activities of the police on a CIVPOL mission will depend on the conditions in the region. In Bosnia and East Timor, for example, CIVPOL police were deployed to maintain law and order and also to help to establish and train a professional police force for the future.

At the beginning of a mission, the CIVPOL might have full executive law enforcement authority for the region and so will perform typical law enforcement functions such as patrolling and investigating. Towards the end of a mission, the CIVPOL personnel will gradually hand over police activities to the new local police force they have helped to train and put in place.

| Verb | Noun | Adjective |
|-----------|---------------------------|-------------|
| operate | (1) _____ | operational |
| (2) _____ | stability | stable |
| (3) _____ | deployment | |
| (4) _____ | establishment | |
| authorize | (5) _____ / authorization | |

Task 3 Read what three law enforcement officers from different countries say about their experiences on CIVPOL international missions. Answer the questions.

- 1 Who thinks some of their colleagues didn't drive very well? _____
- 2 Who had problems with transport? _____
- 3 Who mentions language problems? _____
- 4 Who thinks that the posting wasn't long enough? _____
- 5 Who thinks that there should be SOPs for missions? _____
- 6 Who mentions different attitudes towards the use of force? _____

1

KIM SEUNG, 29, New Zealand Police, Auckland

I found the six-month posting much too short. I had a great time with most nationalities. I was posted out in the country and our big problem was lack of transport. In the capital, every man and his dog had a vehicle, but we were often immobilized due to lack of transport. I also found the lack of SOPS, (standard operating procedures) in the different regions in the mission area beyond belief.



2

JENNIFER MALONEY, 31, Royal Canadian Mounted Police, Toronto

Working with other nationalities is a complicated issue. The biggest problem I had with colleagues from other forces was their driving ability, with language ability the second biggest problem. Most people were great, but I regret to say that there were certain nationalities (which I will not name) who amazed me with their incompetence and bad performance.



3

MANOLO PEREZ, 35, Guardia Civil, Madrid

For me, a big problem was that everybody is only there for a year. By the time you have learned the job and are really competent, it's time to go home. We had quite a lot of communication and language problems at the beginning. Radio communication was especially difficult. Also, there were quite different attitudes towards handcuffing suspects or using force against detainees. Having said that, I did enjoy the year and the best part of it for me was the colleagues I worked with.

**[2.49] Listening**

Task 4 Listen to a senior Romanian police officer talking about the intercultural issues on CIVPOL missions. Are the sentences true (T) or false (F)?

- 1 On CIVPOL missions, poor English is one of the most difficult issues.
- 2 CIVPOL personnel have different attitudes towards using force against detainees.
- 3 CIVPOL often serve in countries with no operating criminal justice systems.
- 4 Badulescu believes that the culture we come from affects our attitudes towards authority and the position of women in society.
- 5 He thinks that people are usually aware of where their ideas and opinions come from.
- 6 Culture shock is not a common problem for CIVPOL monitors.

Speaking

Task 5 Work in small groups. Turn to File 29 on page 103.

- 1 To what extent do you agree or disagree with the statements?
- 2 Think of real life examples that could illustrate each statement.

Pairwork files

File 1 (Unit 1 Charlie, Task 8)

Student A

Read the day in the life of Officer Adam Kowitski, a police dog-handler in Katowice in Poland. Ask Student B questions to complete the missing information. Then answer Student B's questions.

I AM A DOG-HANDLER. At the moment I work with one dog – a black Labrador called Mitzi. Today I am on a late shift and Mitzi and I arrive at the station at _____. (time?). I give Mitzi some water, then I go _____ (where?) and have a coffee. Before the briefing, I talk to my colleague from the day shift who goes home at 18.00. I also check my emails.

I begin my patrol at _____. (time?). At 21.15 I receive a call and drive to a house on the north edge of the city. It is the house of _____ (who?). Mitzi searches the house and garden. She doesn't find any drugs but she finds money – 70,000 zloty hidden in the bathroom!

At 23.00 I continue my patrol. I go to the city centre and do _____. (what?). At 02.30 I go back to the station to meet a colleague who is also a dog trainer and we do some training with the dogs. We have some coffee. Then I receive another call – there's a break-in at a shop in the city centre. I put on the sirens and blue light to drive _____. (where?). When I arrive at the scene of the break-in, one offender is already in custody, but we need Mitzi to find the other two. Mitzi quickly finds them in a tree.

At 05.00 I go back to the station. I write my statements and start a report, but I don't have time to finish it. At 6.00 I collect Mitzi and we go home.

File 9 (Unit 2 Delta, Task 7)

Student B

Look at the text about unusual driving laws. Ask Student A questions to complete the missing information.

Unusual driving laws of the world

Some parts of the world have unusual driving laws. Some of these laws are historic and have never been changed. Others exist for different reasons which can seem strange to outsiders!

- If taxi drivers in **Finland** play music in their cars while they are driving customers, they have to pay royalty fees to the Finnish Copyright Society.
- Luckily for dogs, in **Alaska**, it is illegal to _____.
- Women, if you go for a drive in **California**, don't forget that it is illegal to drive a car if _____. It is also useful to know that the speed limit for a _____ is 60 miles / 80 kms an hour!
- If you take a taxi in **Australia**, ask the driver what is in the boot / trunk of the car. By law it is compulsory for taxis to carry a bale of hay in the boot.
- Drivers in **New Jersey** will be happy to know that it is illegal to _____.
- If you go to **New York**, make sure you are happy with what you are wearing before you drive into town. It is illegal to undress when you are in your vehicle.
- You have to decide things fast if you are driving in **Oregon**. In this American state, you can get a ticket (and have to pay a fine) if your car door stays open too long.
- It is not illegal to drink beer in **Rhode Island**, but it is illegal to _____. Even if the _____ isn't open, this is still an offence.

File 3 (Unit 1 Delta, Task 6)

Student A

Look at the statistics for murder and burglary in three countries. Ask Student B questions to complete the missing information. Answer Student B's questions.

1 Average number of reported burglaries per year

| | India population = 1,129.9 m | Japan population = 127.5 m | Switzerland population = 7.5 million |
|-------------------------|------------------------------------|----------------------------------|--|
| total no. of burglaries | 111,296 | | 60,822 |
| burglaries per capita | | 2.326 | |

2 Average number of investigated murders per year

| | India | Japan | Switzerland |
|----------------------|--------|-------|-------------|
| total no. of murders | 31,170 | | 213 |
| murders per capita | | 0.004 | |

Source: NationMaster.com, global statistics database

File 29 (Unit 12, Delta, Task 5)

- 1 An awareness of your own and other people's culture improves communication and encourages positive interaction.
- 2 The squeaky wheel gets the grease. (US proverb)
- 3 Haste comes from the devil. (Arab proverb)
- 4 You can never go wrong by being direct and honest. Lay your cards on the table and get right to the point.
- 5 All gestures are universal, so there's no way I can offend anyone.
- 6 Whenever people invade my personal space, I let them know about it.
- 7 I just don't get it. Why did he say 'yes' when he really meant 'no'?

File 5 (Unit 2, Bravo, Task 5)

Student A

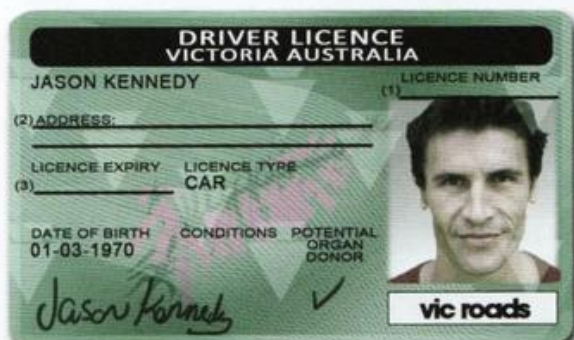
Ask Student B questions to complete the table with descriptions of vehicles 2, 4 and 6.

| Vehicle | 1 car | 2 | 3 car | 4 | 5 car | 6 |
|---------------|---------------|---|---------------|---|---------------|---|
| make | Fiat | | Volkswagen | | Saab | |
| model | Punto | | Golf | | Sedan | |
| colour | bronze | | metallic blue | | light green | |
| licence plate | AR 209KE | | MH 01 CA 1002 | | 897 4HF | |
| resistered in | Milan | | Mumbai | | Ontario | |
| registered to | Luisa Fragoni | | Satya Nandi | | Jason Maloney | |

File 7 (Unit 2 Delta, Task 4)

Student A

Look at the licences. Ask Student B questions to complete the missing information.



File 6 (Unit 2, Bravo, Task 5)

Student B

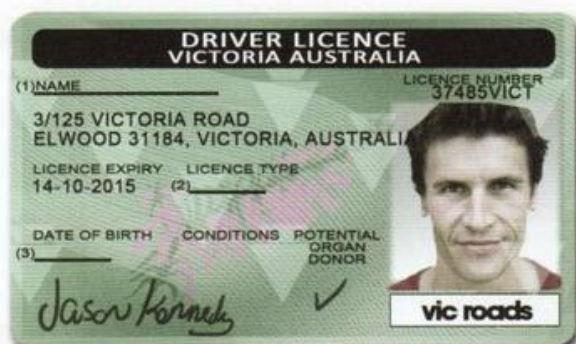
Ask Student A questions to complete the table with description of vehicles 1, 3 and 5.

| Vehicle | 1 | 2 motorbike | 3 | 4 van | 5 | 6 car |
|---------------|---|----------------|---|--------------|---|----------------|
| make | | Honda | | Ford | | BMW |
| model | | CB 1300 | | Fiesta | | M3 Saloon |
| colour | | light grey | | dark blue | | silver |
| licence plate | | E2346 | | 08 D 945 | | B 7991 AX |
| registered in | | Singapore | | Dublin | | Jakarta |
| registered to | | Lee Kuan Yew | | Frank Heaney | | Liem Swie King |

File 8 (Unit 2 Delta, Task 4)

Student B

Look at the licences. Ask Student A questions to complete the missing information.



File 24 (Unit 9, Bravo, Task 9)

Student B

- 1 Listen to Student A's descriptions of two people. Draw the people.
- 2 Look at the people in the photograph. Choose two to describe to Student A. Write a detailed description. Include sex, ethnic origin, age, hair, eyes, build, face, height, distinguishing marks, clothes.
- 2 Read your description to Student A. He or she must draw the people you describe. Correct the drawing. Finally show the photograph to Student A and ask him or her to identify the people.



File 11 (Unit 3, Bravo, Task 6)

Student B

It is 18.00 on Friday evening. Look at what is happening on the estate. Student A has the same picture, but there are eight differences. Ask and answer questions (use the present continuous tense) to find the differences.



File 22 (Unit 8, Delta, Task 8)

Group B

€10,000 in cash was stolen from one of the other students yesterday evening. Decide who is the thief and who is innocent. The students in Group A are the investigating officers and they are going to interview you about what you did yesterday evening.

The thief

You can only tell lies. You stole the money because you are a compulsive gambler. After stealing it, you went to the nearest casino, gambled all night and lost it all. You must invent a story about how you spent the evening yesterday. Make sure that no detail is true. Try to convince Group A that you are telling the truth.

The innocent party

You can only tell the truth. Tell the investigating officers in Group A about what you did yesterday evening. Answer all their questions and try to convince them that you are innocent.

File 12 (Unit 4, Alpha, Task 7)

Student A

- 1 Play the role of Layla Polioni and make an emergency call. Answer Student B's questions. Give as many details as you can. You are very afraid and you want the police to come quickly.
- 2 Take an emergency call from Student B. Find out as much information as you can about the incident and complete the incident form. Reassure Student B (use the expressions from task 6).

| You | Student B |
|---------------------|---|
| Name of caller | Layla Polioni |
| Age of caller | 15 (female) |
| Address | Flat 29, Carter House |
| Time | 21.40 |
| Details of incident | Your mother (Rosa Polioni, 41) had argument with her boyfriend at dinner. Boyfriend went out – came back drunk and angry. Mother tried to shut herself in bedroom. Boyfriend followed – big fight, shouts, screams – but now silence. Bedroom door is shut. Boyfriend has bottle of whisky with him. Bedroom door is next to front door. You are in your own room and too afraid to move. |

File 13 (Unit 4 Alpha, Task 7)

Student B

- 1 Take an emergency call from Student A. Find out as much information as you can about the incident and complete the incident form. Reassure Student A (use the expressions from task 6).
- 2 Play the role of Faqr Kazim and make an emergency call. Answer Student A's questions. Give as many details as you can. You are very afraid and you want the police to come quickly.

| You | Student A |
|---------------------|--|
| Name of caller | Faqr Kazim |
| Age of caller | 77 (male) |
| Address | 55 Avery Road |
| Time | 02.15 |
| Details of incident | You are alone in the house – and you can't get downstairs by yourself (your granddaughter comes to help you in the mornings). From your window, you can see a group of 3 young men at your neighbour's house opposite (58). Neighbour is away. Young men are breaking windows and spraying racist graffiti on the walls and door. They put something through the letterbox and you can see smoke. You are afraid they are coming to your house next. |

File 14 (Unit 4, Bravo, Task 6)

Student A

- 1 Answer Student B's questions about the incident below. You are the victim.
- 2 Ask Student B questions about when he / she was assaulted and complete the incident report form.



INCIDENT REPORT

Time of incident

Place where incident happened

Description of offenders

Offenders' vehicle details

What happened

Witnesses

File 18 (Unit 7, Charlie, Task 8)

Student A

- 1 You are the police officer, Student B is the offender. Student B is in a car that has crashed into a tree. He or she is a violent and dangerous criminal and may have a weapon or weapons. You want Student B to get out of the car. You need to confiscate any weapons so that you can restrain and handcuff him or her. Give instructions. (You have a taser, pepper spray and a baton, but no gun. Student B doesn't know what weapons and equipment you have.) The activity begins as you get out of your car and go towards Student B's car. You have finished the activity when Student B is in handcuffs, and you have confiscated his or her car keys and weapons.
- 2 You are a violent offender, a drug dealer who attacked a young woman. Student B is a police officer. You have €2,000 of cash from drug deals in your wallet in your pocket and four small bags of cocaine in a special belt. You have a pepper spray in your left pocket, a knife in the right arm of your jacket and a razor in your right trainer. Do exactly what Student B tells you to do, but if he or she forgets anything, try to escape or use your weapons. The activity begins with you in a corner. You can't escape and Student B is coming towards you.

File 16 (Unit 4, Charlie, Task 6)

Student A

- 1 Student B will ask you questions about this accident. Use complete sentences in your answer.

| Time of accident | 07.40 |
|---------------------|---|
| Place of accident | Exit of the gas station just before intersection 16 of Highway 21 |
| Injuries | BMW driver unconscious / bleeding heavily / head injury passenger – broken arm |
| Damage to vehicles | BMW badly damaged – need tow truck truck – blocking exit |
| Witnesses | Gas station owner Jon Santos Tel 09 87 45 645 |
| Details of vehicles | 1 Truck Dark blue – Leyland Daf LF 45-150 – registration 799 HFR 2 BMW M3 convertible – red – registration 567 MNV |

File 20b (Unit 7, Delta, Task 6)

Student B

- 1 Read the information about part of an operation to police a football match. Is it about:
a the preparation stage? **b** operations during the match? **c** the end of the match?
- 2 You are going to share your information with Student A and Student C. Make notes. Be prepared to close your book and speak without looking at your notes.
- 3 Exchange information with A and C. You can't write when they are speaking, but you can ask questions and ask them to repeat. Write a report (200 words) about the whole policing operation.

THE MILAN AC fans left the football stadium from Gate 7. Police officers formed two lines from the stadium gates to the coach park. When the AC fans were out of the stadium and getting on the coaches, the Manchester fans started to leave from Gate 2, at the back of the stadium.

A police helicopter, 'the eye in the sky' above the stadium, provided clear pictures of the scene on the ground which were transmitted directly to the 'Operation Mercury' control centre at Manchester police HQ. They had a clear view of the coaches as they left the coach park. There was a lot of radio activity. The police unit inside the stadium stayed in contact with the officers on the ground outside.

By the end of the day, the police had arrested only four people – one person for being drunk and disorderly and three others for public order offences.

- 2 Ask Student B for information about an accident and complete the accident report below.

| |
|-------------------------------|
| TIME OF ACCIDENT: |
| WHERE THE ACCIDENT HAPPENED: |
| INJURIES: |
| AMBULANCE / TOW TRUCK NEEDED: |
| DESCRIPTION OF ACCIDENT: |
| DETAIL OF VEHICLES: |
| WITNESS DETAILS: |
| WITNESS CONTACT: |

File 17 (Unit 4, Charlie, Task 6)

Student B

- 1 Ask Student A for information about an accident and complete the accident report below.
- 2 Student A will ask you questions about this accident. Use complete sentences in your answer.

| |
|-------------------------------|
| TIME OF ACCIDENT: |
| WHERE THE ACCIDENT HAPPENED: |
| INJURIES: |
| AMBULANCE / TOW TRUCK NEEDED: |
| DESCRIPTION OF ACCIDENT: |
| |
| |
| DETAIL OF VEHICLES: |
| |
| |
| WITNESS DETAILS: |
| WITNESS CONTACT: |

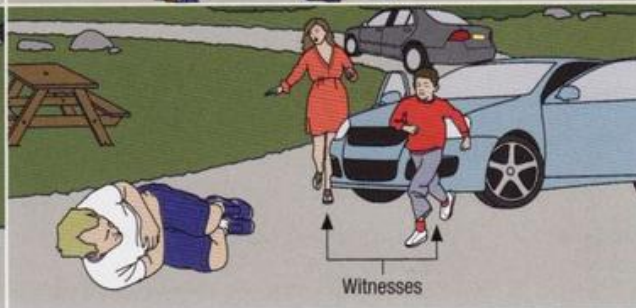
| Report 2 | |
|---------------------|---|
| Time of accident | 19.40 |
| Place of accident | Interstate 12 Eastbound – just after first intersection |
| Injuries | Many passengers (23 tourists) with minor injuries treatment for shock Driver – broken leg |
| Damage to vehicles | Some damage – broken windscreen / glass on road |
| Witnesses | 1 witness Lilian Vruc Tel 08897 456 433 |
| Details of vehicles | 1 coach – silver grey touring coach – 40 seats registered in Spain 0881 VTS |

File 15 (Unit 4, Bravo, Task 6)

Student B

- 1 Ask Student A questions about when he / she was assaulted and complete the incident report form.
- 2 Answer Student A's questions about the incident below. You are the victim.

| INCIDENT REPORT | |
|-------------------------------|--|
| Time of incident | |
| Place where incident happened | |
| Description of offenders | |
| Offenders' vehicle details | |
| What happened | |
| Witnesses | |



File 27 (Unit 11, Bravo, Task 8)

Student A

- 1 Look at the information below. Take on the role of Sokha Preap. Student B will interview you. Refuse to answer his / her questions at first. If you think that he / she is making the effort to understand and reassure you, start to give more information.
- 2 Now interview Student B. He /she is in the role of a human-trafficking victim. Try to find out as much information as you can. Try to reassure him / her so that he / she will co-operate with you. Decide what action to take.

NAME:

Sokha Preap

AGE:

17

NATIONALITY:

Cambodian

JOB:

Forced to work as a prostitute in Bangkok

NOTES

Left home at 14 - accepted job as fruitseller in Bangkok in order to help parents and send them money.

Boss is known as 'Chai Son' - but this isn't his real name - thinks he is Chinese. He found that selling fruit did not make enough money, so he decided to make the girls work as prostitutes.

Works with 6 other girls. Lives, works and sleeps in rooms behind a bar in Bangkok's red light district.

Has never been paid - but is given clothes and food.

Has never tried to escape because she can't speak Thai (speaks Khmer and some English) and is afraid to go home. Does not want to shame her parents.

Has never been beaten, but some of the other girls have when they tried to escape.

Was locked up during the day at first, but is now allowed to go as far as the market at the end of the street. Is never allowed to meet or speak to other Cambodians.

File 19 (Unit 7, Charlie, Task 8)

Student B

- 1 Student A is a police officer. You are a violent offender. You are in a car that has crashed into a tree. You have a gun, but it is under your seat in the car. You also have a knife in your left sock. You don't know what weapons and equipment Student A has. Do exactly what Student A tells you to do, but if he or she forgets anything, try to escape or use your weapons. The activity begins as Student A is getting out of the police car and is coming towards you.
- 2 You are a police officer and Student A is a violent offender who attacked a young woman and you think is also a drug dealer. You need to restrain and arrest Student A and to confiscate any weapons or drugs. (You have a taser, pepper spray and a baton, but no gun. Student A doesn't know what weapons and equipment you have.) The activity begins as you catch Student A in a corner. He or she can't escape and you are coming towards him or her. Give instructions. You have finished the activity when Student A is in handcuffs and you have confiscated any weapons, drugs or other evidence.

File 4 (Unit 1 Delta, Task 6)

Student B

Look at the statistics for murder and burglary in three countries. Ask Student A questions to complete the missing information. Answer Student A's questions.

- 1 Average number of reported burglaries per year

| | India population = 1,129.9 m | Japan population = 127.5 m | Switzerland population = 7.5 million |
|-------------------------|------------------------------------|----------------------------------|--|
| total no. of burglaries | | 296,486 | |
| burglaries per capita | 0.103 | | 8.063 |

- 2 Average number of investigated murders per year

| | India | Japan | Switzerland |
|----------------------|-------|-------|-------------|
| total no. of murders | | 637 | |
| murders per capita | 0.344 | | 0.009 |

Source: NationMaster.com, global statistics database

File 20c (Unit 7, Delta, Task 6)

Student C

- 1 Read the information about part of an operation to police a football match. Is it about:
a the preparation stage? **b** operations during the match? **c** the end of the match?
- 2 You are going to share your information with Student A and Student B. Make notes. Be prepared to close your book and speak without looking at your notes.
- 3 Exchange information with A and B. You can't write when they are speaking, but you can ask questions and ask them to repeat. Write a report (200 words) about the whole policing operation.

THE MATCH was between Manchester City and Milan AC and took place in The Old Trafford Stadium in Manchester, UK. After severe disturbances and disorder in Milan last year, the match was graded 'high risk'.

There were a series of briefings in the afternoon and evening of the day before the match. A number of different police units were deployed – the mounted unit, the dog unit and the road police unit, as well as regular officers. There was close co-operation with the Manchester City CCTV team in order to monitor fans' activity in the city centre. There was also co-operation with the owners of hotels and the doormen of pubs and clubs in the city, who agreed to give information about where fans were staying the night and where groups of fans were meeting in the evening. Both plain clothes officers and officers in uniform went out on the streets to mix with the crowds and get information.

File 27 (Unit 4 Delta, Task 6)

Look at the list. What do you do first when you arrive on the scene of a domestic abuse incident? Decide the best order for the items below and write your own checklist. Begin like this:

Checklist for actions on arrival at the scene

On arrival at the scene, to ensure the safety of victims and children and to preserve evidence, officers should:

- 1 *decide if the victim needs an ambulance ...*

Actions on arrival at the scene of a domestic abuse incident

- a take photographs
- b witnesses?
- c record what victim / suspect / witnesses, etc. say about incident
- d assess victim and officer safety – weapons?
- e victim need ambulance?
- f victim – place of safety.
- g children?
- h confirm identity of suspect – radio description
- i check suspect – criminal record?

File 25 (Unit 11, Alpha, Task 6)

Student A

- 1 Read the text and answer Student B's questions about the Yakuza, an organized crime group in Japan.
- 2 Ask Student B questions to find out as much as you can about the Italian Mafia.

THE Yakuza

The Japanese gangsters, the Yakuza, have been part of Japanese Society since the 17th century. The Modern Yakuza operate mainly in Japan, the United States (mostly in Hawaii, California and the West coast) and, to some extent, in Mexico.

The Yakuza are not a secret society, like the Italian Mafia or the Chinese Triads, and their members are visible in society in Japan: since the Yakuza often cover most of their bodies with colourful tattoos, they are easy to recognize. The Yakuza are heavily involved in sex-related crime, including illegal pornography, prostitution and trafficking young women into Japan and then forcing them to work in the sex trade. They have traditional connections with gambling and sport; however, their main area of activity is extortion and racketeering. Through these activities they have developed links with Japanese business and have become a presence in the banking and the finance industries.

Like the Italian Mafia, the Yakuza are organized in 'family' groups. The leader of a group is the 'oyabun' (or foster parent) and when he joins, each group member becomes his 'kobun' (or foster child). Loyalty and respect are important within the groups. If a kobun disobeys or offends his oyabun, he cuts off a part of his left little finger and gives it to the oyabun as an apology. Another way of recognizing a Yakuza is by looking at his little finger.

Today, there are estimated to be around 110,000 active Yakuza members in Japan alone. They have traditional links with the other Asian groups, such as the Triads, and are reported to be developing ties with the Mafia in New York and Vietnamese and Korean gangs in California.

File 23 (Unit 9, Bravo, Task 9)

Student A

- 1 Look at the people in the photograph. Choose two to describe to Student B. Write a detailed description. Include ethnic origins, race, age, hair, eyes, build, face, height, distinguishing marks, clothes.
- 2 Read your description to Student B. He or she must draw the people you describe. Correct the drawing. Finally show the photograph to Student B and ask him or her to identify the people.
- 3 Listen to Student B's descriptions and draw the people.



File 10 (Unit 3, Bravo, Task 6)

Student A

It is 18.00 on Friday evening. Look at what is happening on the estate. Student B has the same picture, but there are eight differences. Ask and answer questions (use the present continuous tense) to find the differences.



File 26 (Unit 11, Alpha, Task 6)

Student B

- 1 Ask Student A questions to find out as much as you can about the Yakuza, an organized crime group in Japan.
- 2 Read the text and answer Student B's questions about the Italian Mafia.

The Italian mafia

began in the 19th century and was originally from Sicily, but the problem of organized crime in Italy is something that affects the whole country. Today, people believe there are 4 or 5 main Mafia families who operate in Italy, each of which have several thousand members. Traditionally, the Mafia's main activity has been extortion and running protection rackets. However, the modern Mafia is involved in a broader range of criminal activity, including drugs-related crime, both drug smuggling and dealing, people trafficking, prostitution and the bribery of Italian politicians and judges. The Mafia invest the money that they make from these activities in legitimate business. It is estimated that the annual turnover of the Italian Mafia is around 10 billion Euros, or 10% of Italy's gross national product.

The Italian Mafia is organized into families or clans, called 'cosche' in Italian, each with their own boss. Loyalty and respect are important in the family, but there has often been fighting and conflict between the different mafia families as they try to protect their business interests.

The Italian mafia has criminal links with groups across the world but operates mainly in Italy, the US and, to some extent, in Australia. These Mafia groups were started by Italian immigrants and are now a completely separate organization from the European groups. The US Mafia is very powerful in New York and the Eastern states.

File 28 (Unit 6, Alpha Task 6)

Discuss the situations with a partner and answer the questions in the task on page 47.

In my country I might / we might

- 1 You stop two young men who are coming home from a party. One of the men has 2g of cannabis in his pocket and his friend has 1g.
- 2 In a private house, you find chemicals, laboratory equipment and amphetamine tablets to the value of €20,000.
- 3 You arrest a woman in a night club. She has 50 tablets of ecstasy in her handbag.
- 4 You find a car. In the boot there are 20 kilos of heroin in small plastic bags.

File 20a (Unit 7, Delta, Task 6)

Student A

- 1 Read the information about part of an operation to police a football match. Is it about:
a the preparation stage? **b** operations during the match? **c** the end of the match?
- 2 You are going to share your information with Student B and Student C. Make notes. Be prepared to close your book and speak without looking at your notes.
- 3 Exchange information with B and C. You can't write when they are speaking, but you can ask questions and ask them to repeat. Write a report (200 words) about the whole policing operation.

THE POLICING OPERATION was called 'Operation Mercury'. Mercury Command was set up at the Manchester Police Headquarters. There were three 'on the ground' units, one inside the football stadium and two outside.

Mercury Command was directed by Chief Inspector Colin Maywood. A special call handling / dispatch team was set up and the operation was supported by a tactical advisor and a media relations officer.

19 coaches of Milan AC fans arrived. At the start of the match, the stadium was full to capacity with a total of 3,270 fans. As the fans entered the stadium, Silver Command received reports that 'a man was waving a sword around.' He was arrested and officers discovered the sword was plastic. At the start of the match, a young man in his 20s became ill and an ambulance was called. Half an hour later, the same man tried to re-enter the stadium when drunk and was arrested by police officers. However, there were no violent incidents and the atmosphere in the stadium was positive.

File 28 (Unit 11, Bravo, Task 8)

Student B

- 1 Interview Student A. He / she is in the role of a human-trafficking victim. Try to find out as much information as you can. Try to reassure him / her so that he / she will co-operate with you. Decide what action to take.
- 2 Look at the information below. Take on the role of Ion Stati. Student A will interview you. Refuse to answer his / her questions at first. If you think that he / she is making the effort to understand and reassure you, start to give more information.

NAME:

Ion Stati

AGE:

14

NATIONALITY:

Moldovan

JOB:

Beggar in Warsaw

NOTES

Ran away from home age 13 - was badly treated and beaten by his family.

Was trying to find the home of a cousin in Chişinău when met a man called Edik - promised would help him - said cousin had gone away but could come with him and work in the market.

Edik took him on a long journey over two days and nights in a lorry. Arrived in what he now knows to be Warsaw. Edik disappeared and he now works for a woman called Wanda.

He has to beg for money in the tourist districts of Warsaw - if he doesn't earn enough, he is beaten. He sleeps with 3 other boys and a girl on the floor of a flat. They are always locked up. He has tried to run away twice but Wanda's people always find him and he is badly beaten so now he doesn't try anymore. The other boys in the flat are Russian or Polish so he doesn't understand them very well.

File 21 (Unit 8, Delta, Task 8)

Group A

You are the investigating officers. €10,000 in cash was stolen from one of the other students yesterday evening. Your objective is to find out who stole the money and why. You are going to interview the two students in Group B about what they did yesterday evening. One of the students will lie, the other will tell the truth. Use the stages in the PEACE technique to structure your interview. Try to identify which student is lying. You can also use any other techniques you wish. Remember to watch for body language and other types of behaviour which might indicate that someone is not telling the truth.

File 2 (Unit 1 Charlie, Task 8)

Student B

Read the day in the life of Officer Adam Kowitski, a police dog-handler in Katowice in Poland. Answer Student A's questions. Then ask Student B questions to complete the missing information.

I am a dog-handler. At the moment I work with one dog - a black Labrador called Mitzi. Today I am on a late shift and Mitzi and I arrive at the station at 17.00. I give Mitzi _____ (what?), then I go to the canteen and have a coffee. Before the briefing, I talk to _____ (who?) who goes home at 18.00. I also check my emails.

I begin my patrol at 19.30. At 21.15 I receive a call and drive to _____ (where?). It is the house of a drug dealer. Mitzi searches the house and garden. She doesn't find any drugs but she finds _____ (what?)

At 23.00 I continue my patrol. I go to the city centre and do some vehicle checks. At 02.30 I go back to the station to meet _____ (who?) and we do some training with the dogs. We have some coffee. Then I receive another call - there's break-in at a shop in the city centre. I put on the sirens and blue light to drive back to the city centre. When I arrive at the scene of the break-in, one offender is already in custody, but we need Mitzi to find the other two. Mitzi quickly finds them _____ (where?).

At 05.00 I go back to the station. I write my statements and start a report, but I don't have time to finish it. At 6.00 I collect Mitzi and we go home.

Audioscript

Unit 1

[1.01]

Saladin Yaseen is 31 years old. He lives in the city of Petra in Jordan. He is married with two children and he works for the Jordanian desert police. His rank is Captain. Yaseen spends a lot of time on patrol in the desert.

[1.02]

Igor Asimov is 34. He is divorced and has one daughter. He lives and works in Saratov in Southern Russia. He works for a division of the transport police and patrols the Volga River. His rank is Major. Asimov deals with crimes related to poaching and smuggling. He catches drug smugglers and people who traffick in caviar.

[1.03]

Ed Garcia is 28 and lives in Santa Teresa in New Mexico, USA. He is single and he works for the US Border Patrol. His rank is Patrol Officer, but he hopes for a promotion to Senior Patrol Officer soon. Garcia patrols the US / Mexican border. He deals with a lot of illegal immigrants who try to come to the US without visas. He also catches smugglers. There is a lot of drug smuggling across the border.

[1.04]

ABCDEFGHIJKLMNOPQRSTUVWXYZ
VWXYZ

[1.05]

AHJK BCDEGPTV FLMSXZ
IY O QUW R

[1.06]

- 1 PC – that's easy, it's police constable.
- 2 CID – that stands for criminal investigation department.
- 3 A and E is for accident and emergency – the department in a hospital that first deals with emergencies.
- 4 PM – post mortem, when you cut up a dead body to find out why the person died.
- 5 IT – that's another easy one – information technology.
- 6 MOP – the British police use this one a lot – it stands for 'member of the public'.
- 7 ANPR – is a system we use a lot. It stands for automatic number plate recognition.
- 8 ARV – that's an armed response vehicle.
- 9 CV – curriculum vitae. You send one of those when you apply for a job.
- 10 FYI – you see it a lot in emails. It means for your information.

[1.07]

- 1 My address is 41 – four one – Karabakhova Street, K-A-R-A-B-A-K-H-O-V-A, Street, S-T-R-, double E-T, OK? Block 3, Flat 186. And the post code is 4100019 Saratov – S-A-R-A-T-O-V.
- 2 My commanding officer is Amin Sadkah, A-M-I-N, Amin and then Sadkah, S-A-D-K-A-H.
- 3 I've got two middle names, Fernando, F-E-R-N-A-N-D-O, and Albert, A-L-B-E-R-T.
- 4 My email address is Asimov, underscore Tallin eight, at Wanadoo, dot RU, for Russia. I'll spell that for you: Asimov is A-S-I-M-O-V, all lower case, followed by an underscore and Tallin eight (that's tallin T-A-double L-I-N, then the number eight) at Wanadoo, W-A-N-A-D- double O, dot R-U.
- 5 My mom's first name is Angela-Inez, A-N-G-E-L-A, dash I-N-E-Z, Angela Inez, and her surname is (two words) Garcia, G-A-R-C-I-A, then Ramos R-A-M-O-S.
- 6 My email address is Saladin 21 at Zenworld, dot com. It's all lower case – Saladin, S-A-L-A-D-I-N, followed by the figure 21 (all one word) ...at zenworld- Z-E-N-W-O-R-L-D, dot com.

[1.08]

- 1 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10
- 2 11 / 12 / 13 / 14 / 15 / 16 / 17 / 18 / 19 / 20
- 3 30 / 40 / 50 / 60 / 70 / 80 / 90 / 100
- 4 100 / 999 / 1,000 / 9,999 / 10,000 / 100,000 / 999,999 / 1,000,000

[1.09]

- 1 fifteen / fifty
- 2 fourteen / forty
- 3 sixty / sixteen

[1.10]

- 1 70
- 2 116
- 3 19.00 hours
- 4 8.40
- 5 43
- 6 3,118
- 7 30,000
- 8 68

[1.11]

- 1 fifteen
- 2 five hundred thousand, six hundred and forty eight
- 3 one million, thirty-three thousand four hundred and eighty-four
- 4 sixty-five million, eight hundred thousand
- 5 thirty-four thousand and fifty-four
- 6 six hundred and eighty-eight
- 7 two thousand, nine hundred
- 8 five million, seventy-three thousand and nine

[1.12]

- 1 two twenty or twenty past two
- 2 twenty-one ten or ten past nine
- 3 twenty-three forty or twenty to twelve
- 4 four thirty-five or twenty-five to five
- 5 seven fifteen or quarter past seven
- 6 six forty-five or quarter to seven.
- 7 eleven fifty-five or five to twelve
- 8 twenty-two thirty or half past ten
- 9 seventeen fifty or ten to six
- 10 three twenty-five or twenty-five past three

[1.13]

When I am on duty – for about eight hours a day – I always carry my kit, that is all my equipment. At 7am, when I start my shift, I put on my bullet-proof vest, which could save my life that day. Then, I put on my uniform with my badge and two pins. Finally, I put on my equipment belt. Some officers call it their 'Batman belt': it has all the tools that protect me and could save my life – or the life of another person. My belt is three years old and has handcuffs, a gun and its holster, a taser, a baton, my radio and pepper spray.

[1.14]

22.00
I arrive at the police station ready for my Saturday late shift. I go on duty at 23.00, but I always arrive early because it takes me some time to prepare my kit and get ready for my shift. I go to the conference room in good time for the 23.00 briefing. I join my partner and we collect our patrol car. We patrol the downtown area and monitor the street activity. It's early in the evening and all is quiet. It's a hot evening, but I like the warm weather!

[1.15]

01.20
We get our first call and drive to the address the control room gave us. We arrive but the victim of the reported crime is not there. She is a 19-year-old girl who has mental health problems. We now need to find her so we get details of people she knows and do some address checks. 01.50
We find the girl at a neighbour's house and can see that she has injuries on her face. We talk to her and get information about the incident. We then return to the police station to complete a crime report for assault.

[1.16]

India
The average number of reported crimes in India is 2,853,739. That may sound high, but the average figure for crimes per capita is only 1.63352. As far as law enforcement is concerned, the average number of police is 1,032,960 which is only 0.956202 law

enforcers, less than one per thousand people of the population.

Japan

In Japan, the average number of reported crimes is quite high: 1,764,360, with the average per capita being 19.177. As far as policing is concerned, the average number of policemen is 231,700, which gives us a figure of 1.81103 police for every thousand civilians. Switzerland

Switzerland is a small country, but the average number of reported crimes is 307,631 and the average number per thousand people 36.1864. As far as law enforcement is concerned, there are on average 14,847 Swiss police, which is 1.9387617 policemen (very nearly two) for every thousand people.

Unit 2

[1.17]

- 1 a white van
- 2 a metallic blue car
- 3 a blue car
- 4 an HGV or heavy goods vehicle
- 5 a big, black motorcycle
- 6 a silver grey moped
- 7 a beige and orange coach
- 8 a light blue bicycle
- 9 a dark blue lorry
- 10 a small, red car

[1.18]

- 1 Germany 2 Romania 3 Poland 4 India
- 5 Brazil 6 China 7 Russia 8 France

[1.19]

Spain, France
Japan Sudan Brazil
China Poland Russia
Italy Germany India
America Nigeria Romania

[1.20]

| | |
|---------|----------|
| Alpha | November |
| Bravo | Oscar |
| Charlie | Papa |
| Delta | Quebec |
| Echo | Romeo |
| Foxtrot | Sierra |
| Golf | Tango |
| Hotel | Uniform |
| India | Victor |
| Juliet | Whiskey |
| Kilo | X-ray |
| Lima | Yankee |
| Mike | Zulu |

[1.21]

- 1 Bravo, Delta, fifty-one, Sierra, Mike, Romeo.
- 2 Charlie, Alpha, zero, six, Bravo, Yankee, Tango.
- 3 Foxtrot, Golf, Foxtrot, one hundred and four.
- 4 Romeo, Papa, Quebec, seven, three, four.
- 5 Mike, Kilo, Delta, eighty-five, forty-three.
- 6 Uniform, sixty-nine, Lima, Yankee, Zulu.

[1.22]

In the UK a vehicle is stolen every 2 minutes. In the US, this happens every 26.4 seconds. The police find fewer than half of these vehicles.

INTERPOL – the international criminal police organization – has an international database with details of stolen vehicles. This is the Automated Search Facility Stolen Motor Vehicle (ASF-SMV) database. At the end of 2007, the database had more than 4.8 million records of reported stolen motor vehicles. 151 countries use the database regularly. In 2007, the ASF-SMV database helped police to recover more than 37,000 motor vehicles worldwide.

[1.23]

- 1 American 2 British 3 German 4 Swiss
- 5 Indian 6 Taiwanese 7 Romanian

[1.24]

French, Swiss
Russian, British, German
Chinese
African, Indian
Italian, American, Romanian
Japanese, Taiwanese

[1.25]

- 1
- A: Golf-X-Ray 3 to 411.
- B: 411 Receiving. Go ahead Golf X-Ray 3.
- A: Vehicle check request – a silver grey Volkswagen van. I think the model is Transporter, registration Sierra Alpha 53, Tango, November, Papa.
- B: Affirmative Golf X-Ray 3, silver grey Volkswagen Transporter, Sierra Alpha, 5, 3, Tango, November, Papa. Stand by.
- 411 to Golf-X-Ray 3, I have result on your vehicle for you Golf-X-Ray 3.
- A: Golf-X-Ray 3: Go ahead.
- B: The vehicle is registered in Scotland and was reported stolen last year. Reported 13 November to the Clydesdale Police. The registered owner of the vehicle is a Mr Adam Kennedy of 31 Aberdale Road, Glasgow.
- 2
- C: Adam12, Code 11. I need to identify a vehicle.
- D: Affirmative, Adam12. Go ahead.
- C: Vehicle is a bronze Mercedes Benz, Model CL 600. The registration plate looks foreign, but there's dirt on it and there's something at the end I can't see ... I'll give you what I can.
- Alpha 689, Mike Hotel and .. I think that's 177.
- D: Read back, Adam12. Vehicle identity request is bronze Mercedes Benz CL 600, Alpha 689 Mike Hotel, 177.
- ... I have a result showing on screen already. Vehicle is registered in Moscow in Russia to Yelena Borisova Tatova.

3

- E: Dieter Adler.
- F: This is Commissar Aslan Cetin from the Istanbul police here. I am calling about the vehicle check on the Suzuki.
- E: Thank you for getting back to me, Commissar. Was there anything on your database?
- F: Yes. It's very interesting ... You confirm that the vehicle you found with the drugs was a black Suzuki cruiser M1800R motorcycle? Registered in Turkey?
- E: That's correct.

- F: Can you confirm the registration number?
- E: 34 TTM 74 ... er 34 Tango, Tango Malta, 7, 4.
- F: That is what is so interesting. According to our database, that vehicle is not a motorcycle but an Istanbul taxi, registered to a Mr Kerem Erbakan, an Istanbul taxi driver.

[1.26]

- a tyre b windscreen c steering wheel
- d mirror e bonnet f headlights
- g fog lights

[1.27]

- 1
- A: Good afternoon, madam, is this your vehicle?
- B: Er no, it's a rental car. We're here on holiday.
- A: I see. Can I see your passport and driving licence, please?
- B: Yes, of course, just a moment And here are the car rental documents.
- A: Thank you ... Are those your children in the back of the car?
- B: Yes.
- A: Do you know that car seats for children are compulsory in this country, madam?
- B: Well, yes, but I
- 2
- A: Good afternoon, sir. Passports and visas, please. ... Thank you.
- Are you here on business or on holiday?
- B: It's a business trip – just for two days.
- A: And you're going to?
- B: Kishinev – for a conference.
- A: You must wear a seatbelt at all times, sir. Both you and your passenger.
- B: Yes, yes, we'll put them on.
- A: Where is your seatbelt?
- B: It's on now, look. We need to go – we're in a hurry.
- A: The seatbelt is broken – and on the passenger side too. It's illegal to drive without a seatbelt. Can you get out of the car, please, sir.
- 3
- A: Your headlights aren't on, sir. This is extremely dangerous.
- B: Oh, oh, I'm so sorry, officer. I didn't realize ... I'll switch them on.
- A: Can I see your driving licence and papers please.
- B: Of course, just a minute ... Yes, here you are.
- A: Thank you. Can you get out of the car, please ... The left front light isn't working, sir.
- 4
- A: Got them!
- Drop your keys out of the window, now. I said NOW! Get out of the car slowly slowly That's right. And put your hands on your head. ON, I said! Turn round to face the car. KEEP your hands up. Don't move don't move. Right, arrest him, George.
- B: I am arresting you for dangerous driving and on suspicion of having stolen this vehicle. You do not have to say anything, but it may harm your defence if you do not mention, when questioned, something which you later rely on in court. Anything you do say ...

[1.28]

- 1 Can I see your passport and driving licence, please?
- 2 Do you know that car seats for children are compulsory in this country, madam?
- 3 You must wear a seatbelt at all times.
- 4 It's illegal to drive without a seatbelt.
- 5 The left front light isn't working, sir.
- 6 Can you get out of the car, please?
- 7 I am arresting you for dangerous driving.

[1.29]

In the UK, if you are convicted of dangerous driving, for example if you cause an accident because you are using a mobile phone, or if you don't stop at a red traffic light and you hit another vehicle, you will automatically lose your driving licence, and you may also have to pay an unlimited fine. If the accident is very serious and you kill someone, you may also go to prison for up to 14 years. You must stop if you have an accident, and you must report it to the police. Failure to report an accident, or driving away after you have an accident, are serious offences. You may have to pay a fine of up to £5,000 and you might go to prison for up to six months. The penalty for most other traffic offences is a fine of some kind, and penalty points on your licence. This means you lose your licence if you offend too often. The highest fines are up to £2,500 for speeding offences, and up to £5,000 for driving after drinking too much alcohol. The penalty for talking on a mobile phone when you are driving is £1,000, but this goes up to £2,500 if you are driving a bus or an HGV.

Unit 3

[1.30]

- 1 I don't want to live here any more. I was a teacher, but now I'm really afraid of the young people and their behaviour. A lot of them are unemployed and have nothing to do. There are groups of teenagers who spray graffiti everywhere, start fires and make a lot of noise at night. They play music and talk very loudly. It's so bad that I can't get to sleep sometimes.
- 2 I want to leave the estate, but it's really difficult to find another flat. It's not a good place for children. I have two young teenagers and I'm worried they may start taking drugs. I don't have any friends here and now my mother won't visit because she's afraid of all the dogs.
- 3 This country is my new home and I'm really happy here, but I don't like this estate. It's so dirty. Every morning when I leave home for college, I see abandoned vehicles and rubbish dumped everywhere. Racial harassment is a problem for all the Iranians here. I don't know my neighbours, and last month I think someone tried to set fire to my family's flat.
- [1.31] In Great Britain, Police Community Support Officers (PCSOs) work on the front line of their local police force. They provide a

visible, uniformed presence on the streets and also deal with anti-social behaviour. PCSOs have different roles in different forces, but they always work in close co-operation with the public and local residents. They normally patrol a beat and so get to know all the people in an area. They visit schools, speak to young people about crime and the law and they help co-ordinate crime prevention activities.

[1.32]

- A: So, what exactly do you do?
- B: I'm a Police Community Support Officer. At the moment, we can't arrest people or interview suspects, but we can issue warnings and fines. And I can confiscate alcohol and tobacco from underage drinkers.
- A: So, you can't deal with serious offences?
- B: At the moment, no. We deal with minor offences. The police officers carry out any high-risk tasks. As a PCSO, it's my job to support frontline policing.
- A: And do you patrol with police officers, or ...?
- B: No. I mostly patrol alone on my bike.
- A: And do you carry any equipment?
- B: Just a radio. We don't carry handcuffs or batons at the moment.
- A: Your work. What do you like most about your work?
- B: The freedom, I think. And the fact that what I do makes such a difference to community life. I have time to speak to people in the community. I can get to know them and I can offer help and support when they need it.

[1.33]

- 1 B: Good morning Mrs Obama.
- C: Oh, Good morning, Officer. Can I help you?
- B: I'm just making some enquiries, Mrs Obama. It's about all the recent car crime. I'm asking all the residents ...
- 2 D: Delta Tango three. Complaints of drinking and disturbances in Playmount Square in the town centre. Caller says there are young people skateboarding. Can you deal, over?
- B: Received. I'm on my way. Well this is a surprise. Morning, boys. Morning, Darren. Come on, guys. I don't know how many times I've told you now. You know you can't skateboard round here. Come on move! And you, Christophe. Out! This is an official warning. If I catch you again ...
- 3 B: Hello, everybody. I think it's time to start now ... OK So, thank you for coming. We're having this meeting because the residents are worried about the increase in rubbish dumping, so we need to discuss how we can prevent this ...
- 4 D: Hello Mr James. I'm DS Walker and this is Anna Hislop, our Community Support Officer. We've come to look at the CCTV.
- E: Thanks for coming by. I'll take you up to the control room, then. We can see the whole shopping centre from there.

- D: It's the CCTV footage from Saturday night we'd like to see, please, Mr James. If any of the group are from the estate, Anna can identify them easily.
- B: If Jonah Leeson was there, I'm sure I can identify him.

5

- B: Hello boys and girls. Now, can anyone tell me what they think anti-social behaviour is?
- F: Miss, Miss!
- B: Yes, What's your name?
- F: Alison.
- B: OK Alison, so what do you think anti-social behaviour might be?
- F: Is it smoking, Miss?

[1.34]

- A: Policia. Buenas tardes.
- B: Hello. Can you speak German or English?
- A: English. Can I help you?
- B: Yes - I'm on holiday here in Santa Luisa - I am calling from the Café Miro. There are two groups of rowdy young men. They're drunk, and they are shouting and making a lot of noise. Can you hear? They're throwing chairs through the window.
- A: Thank you, caller. Can I confirm - you are calling from the Café Miro in Playa Victoria, is that right?
- B: Yes, that's right.
- A: Can I have your name please?
- B: Silke Egelhaft - I'm from Germany.
- A: OK, thank you Miss Egelhaft. I'm sending a police car right now.

[1.35]

- A: OK everyone. Stand back! Come on, now.... right back.
- B: Hey! Come on, guys. Quieten down ... Quieten down.
- C: I will kill you!
- D: In your dreams, mate!
- A: Right. That's enough! Break it up, you two. What's the problem here?
- C: That guy just came up to me in the square and hit me.
- A: Is that correct?
- D: He hit me first.
- A: OK, stop! No more fighting. We said that's enough now! Quiet! If you two don't quieten down, we'll take you both to the station. So, what's it going to be?
- C: OK, OK I'm stopping now. All right mate, let me go then, right.
- B: And if you lot don't move along right now, we'll arrest you!
- A: Right. Who broke the window?
- C: He broke it!
- D: He did!
- A: My partner is talking to the owner of the café now. You will have to pay for it.
- C: It's his fault, he can pay.
- D: I'm not paying for it! He broke it.
- A: Ochocientos euros, de acerdo. The window is 800 euros - 400 euros each. There's a cash machine over there. We've got three witnesses who saw you breaking that window. My partner is taking their statements now. If you don't pay, I'll arrest you. You'll get in the car now and you'll spend the night in the cells. It's up to you.

[1.36]

Ten years ago Marietta, near Atlanta in the US state of Georgia, wasn't a difficult place to live in. Crime levels were no higher than in other towns in the US. But there was no real communication between the police and the people in the community. The police answered 911 emergency calls, but they weren't very visible in the community: they weren't a part of community life.

[1.37]

You know, we expected quality of life to improve in the community, but we didn't expect just *how* much better it would make life in our city. Now, if we identify a problem at one of the community meetings, the police can't say that this 'isn't a police problem.' They have to do something, but they have been fantastic. Because of the community meetings, the city council became more active. In my area of the city, they repaired vandalized buildings and painted over graffiti. It's a much better place to live now. They arrested the drug dealers and prostitutes on the streets. There were more and more of them before, and it felt quite dangerous. They closed illegal businesses that some people had in their homes and they really cracked down on car crime.

[1.38]

I didn't think it would work – the relationship between us and the community wasn't very good – we just didn't trust each other. So I was really happy when things started to change. It started when we really cracked down on arms dealing. That was such a problem for this area – it still is a problem, but we are really working on it now. We arrested a lot of known arms dealers and closed the place they used as an arms market. We patrolled the market place regularly and we repaired the public buildings there. Our own, police buildings weren't in very good order so members of the community group painted the police station and helped to build new houses for officers and kennels for police dogs. Tourists are coming back to this area now, and that helps our local economy.

Unit 4

[1.39]

- A: Hello caller, what's your emergency?
 B: I want to report a break-in. My ex husband is in my house. I have a restraining order against him. He shouldn't be here. I'm so frightened. Please, please send someone quickly.
 A: Can I have your name and address, Ma'am?
 B: 11 Cunningham Road. I'm Stella Ward – W-A-R-D. Oh, please hurry.
 A: Try not to worry, Mrs Ward, the police are on their way. Someone will be with you very soon. What's happening now?
 B: He's downstairs, looking for us. We're hiding upstairs.
 A: Where are you?
 B: We're hiding in the bathroom. I've locked the door. I'm on my mobile.

A: Good. Stay where you are. Who is with you?

B: My son is here with me. My daughter is out at a party. I'm so afraid she'll come back while he's here.

A: Has your ex-husband been violent towards her in the past?

B: No, no, only to me, but he might do anything when he's angry. I'm so frightened. Will someone be there soon?

A: They're on their way, Mrs Ward. Just try to stay calm for me. Does the offender know where you are?

B: No, but he'll soon find me. Are they nearly here?

A: Does he possess any firearms or weapons?

B: I don't think so. I don't know. There are knives in the kitchen.

A: Has he been drinking or using drugs?

B: I think he's drunk. He always gets angry when he's drunk.

C: Stella? Stella! Where are you?

A: Oh my God, he's coming upstairs. Oh please come quickly.

B: Try to stay calm for me, Mrs Ward. The police are round the corner. You should hear them now.

C: Stella – are you in there?

D: Police! Open up, please!

A: Oh, thank goodness. Thank you. They're here. Thank you.

[1.40]

I was taking some money out at the ATM across the street from the subway station when a group of girls came up behind me. I think there were three of them. I was in a hurry and I didn't notice, but they were watching me. I took the money and started to walk towards the subway. The girls followed me and demanded the money. I said 'no', so one of them pushed me and grabbed my bag. I fell down but I still held on to the strap of my bag, so another girl kicked me and stamped on my hand. I was shouting and a lot of people were coming out of the subway station then, so the girls ran away.

[1.41]

I was walking home with my brother after work. As we were going past the kebab shop, this boy came out and stopped us. He was quite tall and was wearing a red jacket. I didn't recognize him, but my brother did and he looked frightened. He grabbed my brother's arm and they started to fight. The other boy was shouting something, but I don't know what. My brother pushed him really hard and he fell down. When he got up, he had a knife. He stabbed my brother in the chest, kicked him and then he ran away.

[1.42]

1
 Lima Mike 61 to control. We located the vehicle at Exit 71 of Highway 25 Northbound to Daytona ... Vehicle is a black Porsche 911 Carrera, licence plate BCJ – Bravo, Charlie, Juliet, 704.
 We're questioning the driver of the vehicle about dangerous driving. The problem is that we don't have any witnesses, but he was definitely speeding when he came off the road. He's fine – he has no injuries. ... The

vehicle is off the road and damaged. ... Yeah, the windshield is broken, glass everywhere. The driver's insurers will pick up the vehicle.

2
 Lima Mike 61 to control. We need an ambulance urgently.... On the Ocala Interstate intersection, about two miles south of the service station. There are two injured drivers, yeah, one with a bad head injury. Lady was coming out on the intersection talking on her mobile phone and there was a bad collision. We have two witnesses and Officer Lopez is statementing them. I have two damaged vehicles and I need a tow-truck for both of them. This is bad. We'll have to close the road.
 The vehicles involved are a silver Honda CRV, licence plate MFR – Mike, Foxtrot, Romeo, 886 and a red Ford Mondeo, licence plate PSN – Papa, Sierra, November, 820.

[1.43]

- A: Is the ambulance coming? There are two people trapped in the car over there. They can't get out.
 B: OK, I'm coming. Lopez, can you start dealing with the witnesses and the seal off?
 Can you hear me?
 C: Yes, I can hear you. Please help me.
 B: What's your name?
 C: Marco.
 B: OK Marco, the ambulance is on its way and will be here very soon. Are you injured? Does anything hurt?
 C: My leg hurts. I can't move it. I think it's broken.
 B: Don't move, Marco. It's very important to keep still. The ambulance is on its way. Don't worry, we'll get you out of there, soon. Is there another person with you?
 C: There is my friend – she's unconscious.
 B: Is she breathing normally? Can you see?
 C: Yes, I think she is breathing. But there is a lot of blood.
 B: Is she still bleeding, Marco? Where's the blood coming from?
 C: She's bleeding from a cut on her head.
 B: If I pass you something Marco, can you put it on the cut on her head? We need to try to stop the bleeding.

[1.44]

- 1 The young man has a cut on his shoulder which is bleeding heavily.
- 2 The older man has a cut on his leg.
- 3 The older man has a fractured wrist and is wearing a bandage.
- 4 The young man has pains in his abdomen and has difficulty breathing.
- 5 The woman has a big bruise on her arm.
- 6 The woman has a broken ankle and can't walk.

[1.45]

- 1
 A: OK, this way, I think she's in here.
 B: Are you Monica? Can you understand English? No, It's all right, don't try and talk. Monica – it's the police here. We've come to help you. I'm PC Clark and I just want to take a look at your arm, OK? ... Can you move it? OK, keep still, that's right. Delta Lima 37 to 55. Victim is bleeding from the head and appears to

have been hit hard on her hands with a heavy object. She has a large bruise on her left arm and another bruise on her right arm.

2

C: So you are the victim's neighbour, is that right, Madam?

D: Yes – is Fatima going to be all right?

C: Can I have an ambulance please. Yes, the Bevan Estate, 21 Rose Hill. Yes, it's a domestic – a seriously injured woman ... 15 minutes? Thanks.

D: I saw him hitting her. He punched her head and kicked her abdomen. She was trying to protect her face – I think he broke her arm.

3

The court will hear how Daphne put up a fight against her attacker. He hit her with the steel table leg over the body and punched her in the legs. As a result her left leg was broken. Two of her toes were also broken.

Unit 5

[1.46]

A: Oh, hello. I'd like to report a theft.

Someone has just stolen my wallet.

B: OK. Tell me what happened.

A: Well, I needed some money, so I went to the ATM to withdraw some cash. And ...

B: Where was the ATM?

A: Oh, here in the city centre, on Heroes' Square. The First National Bank.

B: OK. Go on.

A: Well, I was entering my PIN number when I heard a noise behind me, so I turned round, but there was no one there. I then got my money – 100 euros – and put it in my wallet.

B: And where did you put your wallet?

A: In this bag with my camera and guide book and all my things.

B: What did you do next?

A: I went back to my hotel near Heroes' Square to meet my girlfriend. I was walking across the square when a young girl came up to me and asked me to buy some flowers. But I didn't have any change. Anyway, about five minutes later, back in the hotel, I discovered that I didn't have my wallet. I looked in the hotel and on the square, but I couldn't find it.

B: Unfortunately there are a lot of thieves like this in the area. They work in pairs. Probably while you were talking to the girl with the flowers, her accomplice stole your wallet. Can you tell me what else was in your wallet?

A: I had two credit cards, but I've already cancelled them.

B: Good. Anything else?

A: Well, I had two traveller's cheques for 50 euros, plus the 100 euros from the machine.

B: And had you endorsed your cheques?

A: Endorsed? I'm sorry I don't understand.

B: Signed them.

A: Ah. I understand. No, I had not endorsed them. Oh ... I've just remembered. There was also my driving licence. That is all.

B: Now, I'll just get a crime report form and take down all of the details, if that is OK?

[1.47]

B: Can I start with your full name and date of birth, please.

A: My name is Viktor Borisovitch Krupkov. Shall I spell that for you?

B: Please.

A: V-I-K-T-O-R, Viktor, B-O-R-I-S-O-V-I-T-C-H, Borisovitch, K-R-U-P-K-O-V. And my date of birth is 17th February 1976.

B: And what's your home address?

A: 42 Kharkov K-H-A-R-K-H-O-V Street, Block 4, Flat 28, post code 02057 Kiev, Ukraine.

B: And your home phone number?

A: 380 44 689 4598.

B: OK. So where did you say you are staying? Can you give me the address of the hotel?

A: Um, wait a moment, I have it on this card – The Royal Hotel, 31 Heroes' Square.

B: And the hotel phone number is ...?

A: 09 63 47 77 12.

B: So what time did this theft happen?

A: About an hour ago, now. 11.30? 11.45?

B: OK, Saturday the 11th of October ... between 11.30 and 11.45. And this was on Heroes' Square, is that right?

A: Yes.

B: Can you describe the thieves?

A: I didn't really see the accomplice – but the girl was about 16 or 17. She was about 1.60 and had short, dark hair. She was wearing a long, red skirt, I think, and a black T-shirt.

[1.48]

A: Good afternoon, Mr. Rivière. I'm Sgt. Eleni Lefkaditis, your local crime reduction officer in Limassol. You requested a visit?

B: Yes. Thank you very much for coming.

A: What I can do is to look at security inside first, then we can go outside.

B: Yes, please go ahead.

A: Right. Well, your internal security is very good but there are some things I think you need to look at. Let's look at your front door. It's a strong door and you've got three locks, including a bolt on the inside, which is excellent. And I'm also happy to see the front door has a spyhole. But all the same, I suggest that you put a door chain here on the front door and also a chain on the kitchen door at the back of the house.

B: OK.

A: And I see you have timer switches in every room. That is a very good idea in a quiet area like this; especially if you go out at night or the house is empty for long periods of time. ... Yes, I notice you have many windows open at the same time. I know it is hot, but I suggest you close some of them. I see that you have window locks. These are an excellent deterrent for burglars, but you shouldn't leave the keys in the locks. You should remove them.

[1.49]

A: Now, Mr Rivière, let's look outside. I always ask people to look at their homes through the eyes of a burglar, so if we walk back a little into your garden Now, how does your house look to you?

B: I think it is quite safe, but I'm not sure. What do you advise?

A: Well, if I were a burglar, I would love your wooden fence and all the plants and bushes in front of your house. They're a perfect place to hide, so you should really change your fence and remove or cut back some of the plants and bushes.

B: I'll certainly do that.

A: I see that you don't have any security system. Visible deterrents are very important, so I recommend that you install a burglar alarm and also some motion-detection lighting.

B: Er, OK.

A: And there's more. If we look at your garage, it's an open invitation to a thief. You should remove those boxes immediately as they show that you have just bought some very expensive equipment. As a burglar, I could use your ladder and tools to break into your house. I could climb onto your garage roof and get into your house through the open bedroom window. So remember to remove your ladder and toolbox. Put them in the garage and don't forget to lock your garage door. I would also strongly recommend that you lock your windows, Mr. Rivière.

B: Absolutely.

A: Now, if we just walk round to the back of your house, we can ...

[1.50]

Today, we are going to start working on our new 'Catch the Car Thieves' campaign. The aim is to reduce the growing problem of car crime in the city. If you look at the map, you can see the three major vehicle theft hotspots located here, here and here; that's the car park at Central Station, the Market District and the Old Town. We are going to create secure parking facilities in the three main car theft hotspots and launch a media publicity campaign.

[1.51]

The City Council is going to provide five million rupees in funding, but we need twice that amount. We are going to try and get more funding from the local business community. We need this money to finance policing operations in each of the three hotspots over the next twelve months and also to provide the secure car parking facilities at Central Station. The fact that travellers leave their vehicles at the station for long periods of time, combined with poor lighting and general poor security in the parking lot have made the area an easy target for thieves. Our aim is to reduce car theft in the Central Station area by 40%.

We are going to reduce car theft by 20% in the other two hotspots – the Old Town and the Market District – and we're going to do this by increasing the number and frequency of police patrols in those areas. We are also going to develop a publicity campaign to teach people to secure their vehicles better. There's been a lot of bad publicity about crime in the city recently, so it's important we get results fast! We want to launch the publicity campaign in February and complete the security survey of the hotspots by July:

that gives us only seven months to work on the survey! It's going to be a difficult job and our key personnel will be Satya Agrawal, head of Corporate Communications, who is going to develop a publicity campaign, and Deepak Goyal, who is going to co-ordinate the security survey.

[1.52]

I'm here today to talk to you about how we design our publicity campaigns and I'd also like to introduce you to a new campaign we've just launched. First, I'd like to talk about the different stages in the design of a new campaign. We always start by looking at our target audience, which is usually either potential victims or potential offenders, but sometimes it can be both. Who we target depends on the type of crime. For example, if there's been a number of preventable property crimes in an area, such as burglaries, we might run a campaign to remind residents of the importance of home security. Alternatively, if a number of local businesses have had an increase in shop lifting, then publicizing a threat to make the penalties for this type of crime more severe and organizing an initiative to crack down on shop lifting and shop lifters will be more effective.

[1.53]

For the final part of my talk, I'd like to tell you about our new campaign called 'Protect yourself – protect your stuff'. This is a campaign that targets students. We have a lot of local and international students studying here, so we've produced a new guide to offer advice on how they can protect not just their property, but also how to protect themselves. We have produced a guide in the form of a leaflet with facts and advice. The first section is about accommodation and the first thing we say is always to lock your room door, even in a hall of residence. Thieves know that students are likely to have items such as laptops, stereos and MP4 players and deliberately target student residences for this reason. Never tell anyone your front door access code and never buzz strangers in. And of course it's important that you insure your valuables. The next section is about going out at night. And you may be surprised to learn that it's male students who are most at risk at night, not female students. So, it's essential for male students to know which routes are safe around the university. Always walk quickly and purposefully when you are alone at night because if you look lost, you'll stand out as a potential victim. But the safest way to get home is by taxi.

Unit 6

[1.54]

Drug laws are different in different countries. An offender who is arrested with a very small quantity of an illegal drug can receive a long prison sentence in one country, but only a small fine in another. In some parts of Asia and Africa, the penalty for some types of drug offences is death. Recently, European countries have started to

differentiate between the drug trafficker, who is considered a criminal, and the drug user, who is considered more as a sick person who needs medical treatment.

In most of Europe, the penalties for drug-related offences are less severe for possession and more severe for trafficking or production. However different, countries have different ideas about how much or how little of a drug can qualify for 'possession for personal use', rather than 'possession with intent to supply'. Between 2004 and 2006, Bulgaria abolished the concept of personal possession but Italy reintroduced it again after 12 years without it. In Germany, the interpretation of the term 'insignificant quantities' has varied between 3g and 30g in the different federal states.

In some parts of the world, drug offenders can sometimes have treatment or counselling, as an alternative to punishment or imprisonment.

[1.55]

A: Passport, please. OK, thank you – drive on to customs.

B: Can I see the papers, please? Yes, and the goods manifest. Thank you. Just a moment, please. OK. Here are your papers. Please drive right and then pull up in front of the white building at the examination bay.

C: Can I have your papers, please. Thank you. Drive on to the weighbridge. OK. Drive your truck into the inspection facility. That's over to your left.

D: Drive the truck forwards over the inspection pit and switch off the engine.

[1.56]

D: Reverse a little. No! Stop! ... Open your window! OK. Now back up. That's it. Stop! Stop! Please get out of your vehicle. Open the doors. Right, the dog's found something. We need to take all the goods out. Are these your washing machines?

E: They're not my goods. They're Lima Holdings' property. It's Lima Holdings' truck, not mine.

D: Speak up. I can't hear you.

E: They aren't my goods. They belong to the Lima Holdings company. I am only the driver.

D: Your vehicle is carrying false licence plates and your manifest is not in order. We think it is a forgery. Also the X-ray scans show some irregularities and the weight of your vehicle is not correct for 120 washing machines. It's much heavier. Officer, pull off the back of this machine. What is in this bag?

E: I don't know. It's not mine.

D: The dog has detected an illegal substance. Searching your truck will take up a lot of time, so the officers will take you to the customs building for interview.

E: They are not mine! Not mine!

D: Calm down. Calm down. Officers, take this man across to the customs building immediately. I'll be with you shortly.

[1.57]

A: Can I see your passport please? ... You can't use this channel. This is for passengers arriving from EU countries

only. You have to go through the green or the red channel. Do you have anything to declare?

B: No, I have nothing.

A: You have to go to the green channel over there.

C: Good morning. I'd like to check your bags. Can you put your case on here and open it, please.

Where have you come from today?

B: From Johannesburg, but from Santiago in Chile before that.

C: And can you confirm that this is your bag? Did you pack it yourself?

B: Yes. It's my bag and I packed it.

C: Can you tell me what these are?

B: It's some medicine, prescribed by my doctor. I need it - I have a heart problem.

C: Are these tablets for your personal use?

B: Yes, of course.

C: And these?

B: Listen, I can't buy these over here. I need them. It's medicine.

C: So you don't intend to sell these tablets or supply them to another person?

B: Of course not.

C: So much medication ... but you only have a visa for one month?

B: But I am not well, I ...

C: I'd like you to come with me, please.

[1.58]

1

A: Come on. Get up! Move along, now! I don't think this one can move.

B: Is he unconscious?

A: Can you hear me? I think it's another one.

C: I'm sick ...

A: Have you taken anything, young man? Any drugs?

C: I'm just sick, really sick.

B: You need to tell us if you've taken anything. Did you buy drugs from anyone in the nightclub?

C: This guy sold me some tabs, some ecstasy, but they were bad. I'm think I'm going to die.

A: How long ago was this? How much have you taken?

C: Can't remember ... just one ... I can't breathe, I can't breathe – help me.

A: OK, it's all right. Stay calm for me. Call an ambulance. Tell them it's another one who's taken some of the bad ecstasy.

2

A: Do you speak English, sir?

B: Yes – is there a problem?

A: I am concerned by the way you are driving. Did you know that your vehicle was weaving from side to side? Have you been drinking?

B: No, I don't drink alcohol. Never.

A: Get out of the car, please. Right. Breathe into this bag.

B: No problem.

A: Mmm, OK. Now I'd like you to close your eyes. That's right and touch your nose ... OK ... No, your nose ...

3

B: Mr. Patinsky, before you see your daughter, I'd like to say a few things. When our officers found Svetlana, we couldn't understand what she was saying. Her speech was slurred. We found your phone number in her bag. When I

spoke to her after I called you, she spoke more clearly, but with your permission, I'd like to ask her a few questions before you take her home.

A: Questions?

B: Yes. We believe someone may have put something in her drink.

A: Really? Then please go ahead.

B: Svetlana, I'd like to ask you about what happened.

C: I went out to have a pizza with my friends and then we went to a bar. I don't remember the name. I had some drinks, but not too many – maybe only two. Then I started to feel very bad.

B: Did you leave your drink unattended at the bar at any time?

C: Yes, I did. We danced with some boys, but our drinks were still there on the bar. When I started to feel bad I came out of the bar on the street ... and I really don't remember any more.

B: And how do you feel now?

A: I feel sick.

B: Perhaps we should take you to hospital.

Unit 7

[2.01]

1 The city centre was filled with large groups of football fans today after the semi-final match. Police lined the streets outside the football stadium in order to contain the crowds. There was no violence between the fans of the opposing teams. However, the large numbers of people on the streets caused delays and disruption to traffic.

2 There was trouble in the city centre today as riots broke out after the government announced tax increases. The chaos spread as crowds broke shop windows and set fire to buildings. Police used tear gas to disperse the crowds, but at least five people were killed and many more were injured.

3 In the university district, peaceful demonstrations by animal rights protestors escalated into violence when militant groups began attacking the police and throwing bottles and stones. The police responded with water cannons and soon suppressed the violence.

[2.02]

Montreal riot police on Thursday arrested 270 high school students, some as young as 12 years old. They were trying to suppress a series of student strikes which have spread across dozens of schools in Montreal and other Quebec cities over the past two weeks. The strikes have escalated in both size and militancy in recent days. Students have disrupted traffic in downtown Montreal, on commuter highways and on the bridges that connect the Island of Montreal to the south shore of the St. Lawrence River. The demonstrations broke out when the public school teachers union voted to boycott extra-curricular activities. Many young people are using the strikes to protest about poor schools, expensive university education, and high unemployment. Despite the police

action, strikes continued at several Montreal high schools on Friday.

[2.03]

1 Forward intelligence teams
Individual officers in plain clothes (not uniform) infiltrate the crowd and find out information about what is happening. They radio this information back to central control.

2 Mounted police
Police on horses are often sent into the crowd first. Horses are tall and strong and help officers to infiltrate a crowd more safely. The horses are specially trained so they don't injure people.

3 Front block
When they confront a crowd of rioters, officers slowly advance in a line parallel to the front line of the rioters. They beat their riot shields with their batons as they advance. The noise can have a psychological effect on the crowd and cause fear.

4 Break up
It can be difficult to block a long demonstration march at its front end. A different tactic is to attack the demonstration at several points and break it up into sections.

[2.04]

I'm going to explain a technique you can practise for detaining a suspect. You can use it when you need to take a suspect down as fast and as peacefully as possible. So, let's say you're in front of him. What you can do is this: quickly put your hand under his arm and twist the arm towards his back. See the wrist? Push the elbow towards your body and apply pressure. As you do this, quickly move to the side and get control of the suspect's head. That way he can't turn around or hit you. You are putting pressure on the nerve endings and the pain for the suspect is severe. So from here, you take him down. If you press against him with your body, there's no way he can attack you. Now you can take out your handcuffs.

[2.05]

You have the right to remain silent. Anything you say can and will be used against you in a court of law. You have the right to talk to a lawyer and have him present with you while you are being questioned. If you cannot afford to hire a lawyer, one will be appointed for you. Do you understand these rights?

[2.06]

- 1 Stopping a suspect
Freeze!
Don't move!
Stay where you are!
- 2 Dispersing a group
Move along!
Move!
Get back / Move back!
Get out of here!
- 3 Suspect on the ground
Down!
Get down!
Lie down!

- 4 Parts of the body
Put your hands up!
Put your hands on your head / behind your back!
Put your hands where I can see them!
Spread your legs!
- 5 Objects
Empty your pockets.
Take off your shoes / belt / coat.
Put your weapon on the ground.
Throw your keys out of the window.

[2.07]

1
Throw your keys out of the window now!
... Now open the door and put your hands on your head. That's right ... where I can see them. Keep your hands on your head and get out of the vehicle slowly. I SAID SLOWLY! Don't even think about taking your hands off your head ... Now turn round to face your vehicle. Keep your hands up ... UP ... and spread your legs. Don't move.

2

A: Stop right there, please. Stay where you are.

B: What's the problem?

A: This is a restricted area and you can't go beyond this point.

B: But all my friends are there.

A: I'm sorry, but I can't let you pass. We're clearing the area.

B: You can't [beep] stop me going with my friends ... [beep]

A: I'm sorry but we are clearing the area and unauthorized personnel will be arrested. Your friends will have to leave as well.

B: You [beep beep] ...

A: That's enough, come on. Move along, or I'll have to arrest you.

3

OK, gentlemen, empty your pockets please. Put the contents of your pockets in the bag that the sergeant will give you.

Now can you take your belts off and any laces out of your shoes or trainers. That's right. Those go in the bag too.

And finally any watches or jewellery – also in the bag. ... No, it's OK, you can leave your wedding ring on.

[2.08]

Violence at football matches is less common than it was five years ago. The police have developed better techniques for the policing of large crowds and, in some countries, they now also have special new public order powers to arrest and detain suspects in 'live' public order situations.

In the UK, the Football Disorder Act gives the police powers to arrest and detain people they believe might commit offences. Magistrates can issue football banning orders and ban known football hooligans from going to matches.

In Europe, law enforcement agencies have been working together to monitor the activities of known football hooligans and troublemakers and to exchange information about them. The objective is to prevent known troublemakers from leaving their own country for a game in another country. One of the first results of this co-operation was when the passports of 60 people were confiscated before the European 2000

championships in the Netherlands and Belgium. A further 1,100 people were refused entry at the German-Dutch border.

[2.09]

1 I'm going to report you! I want your names and numbers now. I am not moving until you give me your names and numbers.

2 Right – YOU are nicked, son! I am arresting you for breach of a banning order. You do not have to say anything, but anything you do say will be taken down in evidence

3 A: Aaargh – take that, you [beep] losers!
B: Let's go, man! ... Leave it, leave it! ... [beep] The cops are here! ... Let's get the [beep] out of here! ...

C: Stop right there – Freeze! Put the brick down and put your hands on your head. NOW!

4 A: Delta Tango seven to Lima 2. I confirm sighting of white male by the North entrance of the football ground. He's about 40 to 50 years of age – looks to me like our suspect, Mr Wright, over.

B: Roger, Delta Tango. We're on our way. What's he doing now?

A: He's moving towards the entrance. You'll have to move quickly.

Unit 8

[2.10]

- 1 I deal with everything related to establishing identity, usually the identity of an offender. I organize identity parades.
- 2 I usually work in the control room. I respond to emergency and non-urgent calls from the public and I am also in communication with police officers on the street. I tell them where they need to go.
- 3 I am responsible for the people arrested and held in custody at the station. When officers bring in suspects, I process them and allocate cells.
- 4 I deal with taking fingerprints from suspects and processing and storing fingerprint data. I also process fingerprints and marks taken from a crime scene and match them with offenders.
- 5 I work on the front desk and am the first contact with MOPs [members of the public]. I deal with people who come into the station to report a crime.
- 6 I work with the general public and deal with everything related to crime reduction and prevention. I offer specialist help and advice on home and building security.

[2.11]

A: I told you I didn't do anything. Nothing. You've got it wrong, man. Where are you taking me?

B: This is our custody suite. We're going to wait over there in the holding area until the duty officer is free. He'll book you into custody, explain the charge and read you your rights.

A: But, you've got it wrong. I didn't do

anything. I want to see a lawyer.

B: You can speak to a lawyer later. We are charging you with possession of an illegal substance with intent to supply, possession of an illegal firearm, and illegal residence. Please sign this custody form here and here ... Now, empty all your pockets and place the contents in that box ... and your belt, please take off your belt. OK. Now, do you have any illness or injury?

A: No.

B: Are you taking any medication?

A: No.

B: Have you ever tried to harm yourself?

A: What do you mean, harm myself?

B: Suicide attempts? Cutting?

A: No.

B: OK. Just one moment. The officer will contact a lawyer for you now.

A: I want my own lawyer. Her number is in my wallet in that box, there.

B: On one of these cards? Let me see. Yes, here it is. Officer Meyo can also call someone to let them know you are at this station.

[2.12]

When I 'book in' a person who has recently been arrested, I have to check certain things. The first question I need to consider is: has the person been lawfully arrested? Then I need to decide if it is legal and necessary to detain them at the police station. If I decide it is, then that person can be held in a cell for up to 24 hours – so it's a big responsibility. I then have to consider whether a person is fit to be detained, so I carry out a risk assessment to decide the level of risk each person presents. I have to consider their physical and mental health, if they are likely to self harm, if they are a suicide risk and if they present a risk to others. To help me in this process, where I feel it is necessary, I can call on the police doctors and the police nurses, and other health workers who specialize in dealing with people in police custody. For example, if the detainee usually takes £200 worth of heroin every day, they will need to see the drug referral worker. My final decision in the booking-in process is whether or not a detainee is fit for their rights. A detainee has three main rights – the right to see a solicitor, the right to tell somebody they are in custody and the right to read a rule book called 'The Code of Practice' which tells them how they should be treated whilst they are in custody. I can decide to delay these rights if a person is incapable of understanding, for example if they are drunk, violent, or likely to become violent (if they are violent, I have to get them in a cell as quickly and safely as possible); or if they are in urgent need of medical attention, such as if they need to go to hospital. I have to write down all of my decisions and every event relating to a detained person, from giving them a cup of water to refusing bail. This means I do a lot of writing every day.

[2.13]

The human hand has five fingers. The longest is the middle finger which is right in the middle of your hand. The shortest is the little

finger which we also call the pinkie. Your ring finger is between your middle finger and your little finger. We call it the ring finger as that's where you traditionally wear your wedding ring.

Now, the thickest finger on your hand is the thumb and beside it is your index finger. Between the wrist and the fingers, on the surface of your hand, is the palm.

[2.14]

- 1 Now, I'm going to roll your index finger slowly from left to right. Tha...at's it. Oh, wait a minute; the print's too faint. I'll have to re-ink and start again.
- 2 OK...Now, I'm going to place the tip of your little finger on the card ...There, that's it. ... Sorry, we'll need to do that again; the print's blurred.
- 3 I'm going to place your thumb in this box. Not too hard ... OK ... Now I'm going to lift your thumb off the card ... slowly! ... No, the print's smudged. We'll need to start again.
- 4 Your ring finger next ... OK ... Same as for the index finger. Now, I'm going to take your finger away ... carefully ... Oh, the ink's smudged; I'll get a new card.
- 5 If I could have your index finger now. I'll get the ink-pad ... Oh, just a minute, You've got a small cut and your finger's bleeding. We can't take a print if your finger's like that.

[2.15]

A: Mrs Stephanie Philips?

B: Yes, that's right.

A: Good morning. My name's Alison Medway and I'm the Identification Systems Officer. I'd like to explain what's going to happen today and how we conduct the identification procedure before we go into the identification suite.

B: Thank you. I'm so nervous. I've never done this before. But will he be able to see me? I mean, what if he sees me ...?

A: No one can see you. It's not an identification parade, so don't worry. In a few moments, I'm going to take you into the identification suite. Now, the suspect's solicitor is going to be there to observe the identification process.

B: Oh, no. What if I pick the wrong person?

A: Please don't worry about that. It's common procedure for the suspect's solicitor to be here and he won't ask you any questions. He is only going to be watching us, so there's nothing to worry about. Now, when we enter the viewing area, I want you to take a seat in front of a computer monitor.

B: But I don't know anything about computers.

A: That's not a problem. We're going to guide you through the whole process. A member of staff is going to operate the computer and conduct the interview. The interview is also going to be recorded. This can actually save you going to court. Now, we're going to show you a film of the heads and shoulders of nine different people. Each person is going to appear on the screen for about 15 seconds. After each person is shown, there is going to be a blank screen for a few seconds. As each

person appears, you're going to see a number from one to nine in the top right hand corner of the film. If you recognize the suspect, try to remember the number. When you've seen all nine persons, the film will be stopped, rewound and played again. You mustn't say anything until you've seen the film twice. After the second viewing, the ID officer will ask you three questions ...

[2.16]

We're going to start with an overview of the investigative interviewing process. Then, we're going to break the procedure down into specific stages and give you practice with each one.

Now, as the interviewing officer, the first thing you should do is ensure that the interviewee is comfortable and ready to proceed with the interview. The beginning of the actual interview process is when, in the presence of the interviewee, you unwrap two new audio tapes or CDs and load them into the recorder. At the end of the interview, for security purposes, you must ensure that you carefully number each tape or disk and record the numbers in the interview register. Then, tape or disk A – the master – needs to be signed by the interviewee, the officer and any witness who is present. You must place this in a sealed bag or envelope. Ensure that tape or disk B is sent off for transcription.

[2.17]

Switch on the recorder and inform the interviewee that the interview is being recorded.

At the start of each interview, you (and any other officer present) must state your name, rank and place of work. Then ask the interviewee to confirm their name, address and date of birth. If there are any other persons present at the interview such as a solicitor, an appropriate adult or an interpreter, ask them to confirm their names, titles, and the name of the firm or partnership.

Announce the date, interview start time and location and then caution the interviewee by saying: 'You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence.'

When you have cautioned the interviewee, you must then ask them to confirm that they understand the caution. Explain that they have a right to speak to a solicitor in private at any time and that you can stop the interview in order for them to do this.

You should also ask the interviewee if they are satisfied with any legal advice they have been given and if they would like to speak to another solicitor.

At this point, you can begin the interview using the PEACE model, which is considered best practice when interviewing victims, witnesses and persons suspected of offences.

[2.18]

- 1 P is for plan and prepare very carefully for the interview. Remind yourself what you want from the interview and make sure you have everything you need.

- 2 E stands for engage and explain. At this stage, you should explain the reason for the interview and what is going to happen. Try to build a rapport with your suspect.
- 3 A is for account, clarification and challenge. Listen to the interviewee's account of what happened, ask for clarification and challenge the interviewee on the details of what they say.
- 4 C stands for closure. You finish or close the interview.
- 5 E is for evaluation. At this stage, you evaluate the information you obtained from the interviewee.

[2.19]

A: We're interviewing you about the murder of Melanie Hargreaves which occurred two days ago. To establish what happened on the night of February 12th, we'd like to ask you a number of questions regarding your movements. So, could you tell us exactly where you were at 10.00 p.m. on that evening?

B: I was at home watching TV.

A: Are you sure about that?

B: Yeah, 100%.

A: If you could look at these photos from a CCTV camera. They clearly show you coming out of the Black Bull pub on Riverside Street just after 10.00 p.m.

B: Yeah, well, right ... er ... I thought I'd left the pub earlier. I went straight home. I only live five minutes away.

A: Really? Well, we have a witness who says that they saw you in the town centre at 10.30 p.m.

B: That's a lie!

A: OK. Well, here's a photo of a car, parked in front of the victim's home at 10.45 p.m. That is your vehicle, isn't it, sir?

Unit 9

[2.20]

Well, the first thing we do when we attend a crime scene is to secure the area with crime-scene tape. That's very important because we need to prevent anyone from disturbing the evidence. The next thing is to talk to any victims who are at the scene to get important information. A burglary victim, for example, might need to tell us about areas he or she knows the burglar has disturbed, or if there is anything at the scene that doesn't belong there and which the perpetrator might have left behind – anything to help us.

The next thing to do is the walk through.

We don't touch anything yet, but we take a walk through the scene and just observe it. Then we document it by taking photographs, video, and sometimes by drawing as well. You can sketch the whole scene more easily than you can take a photograph of it. A sketch can show the complete layout of rooms or furniture.

Finally we begin retrieving and recording what evidence we can. This can include dusting for fingerprints and lifting them with a special tape, swabbing blood and body fluids and casting for tool, tyre or shoe marks. It is a delicate, methodical process and takes a long time. Every item is tagged,

that is, it has a tag or label put on it, logged – information is written down about it in a record or log book – and bagged, put into individual plastic bags. All the evidence goes to the crime lab in Denver to be analysed.

[2.21]

Trace evidence can include gun-shot residue (GSR), paint residue, chemicals, glass and illicit drugs. To collect trace evidence, a SOCO might use tweezers and / or a knife and some kind of vacuum device.

Body fluids found at a crime scene might include blood, semen, saliva, and vomit. To identify and collect these pieces of evidence, a SOCO might use swabs and smear slides or scalpel and tweezers. He or she will also use a blood collection kit to get blood samples from victims or suspects.

A SOCO can use combs, tweezers, and a vacuum device to collect any hair or fibres at the scene. They might also recover carpet fibres from a suspect's shoes. The lab can compare these fibres to carpet fibres from the victim's home. The presence of hair on a tool or weapon can identify it as the weapon used in the crime.

Tools for recovering fingerprints include brushes, powders, tape, lift cards, a magnifying glass and Super Glue. A crime lab can use fingerprints to identify or eliminate a suspect.

[2.22]

DNA stands for deoxyribonucleic acid. DNA is genetic material in human cells – and the cells of all living organisms. It is present in every cell in the human body, and a person's DNA is the same in every cell: the DNA in a person's blood is the same as the DNA in his skin cells, saliva, and other biological material.

DNA analysis is a powerful weapon in crime detection because each person's DNA is unique (with the exception of identical twins). DNA can be used to:

- implicate a suspect whose DNA might match evidence left at crime scenes.
- eliminate a suspect wrongly accused of crimes.
- identify dead bodies (e.g. crime and catastrophe victims).
- establish paternity and other family relationships.

Some interesting uses of DNA forensic identification have been: the September 11th victims, the DNA Holocaust Project and the 'Disappeared Children' in Argentina.

[2.23]

1

Police have released an E-fit of a man they want to question in connection with a series of robberies across North Johannesburg this week. The man is described as being white Caucasian, around 5ft 8 inches tall, aged between twenty to thirty, very pale-skinned and with dark stubble. He is of medium build, with dark hair worn in a pony tail, brown eyes and a round face. When last seen he was wearing a dark sweatshirt, jeans and trainers.

2

The wanted man is described as being in his mid to late twenties. He is white,

Caucasian, short – around one metre 65 – and overweight. He has an unshaven, plump face and crew-cut brown hair. He has several earrings in his left ear. When he left the scene of the assault he was wearing a dark, hooded top.

3 The police are looking for a dark-skinned Arab man in his late forties. He is described as tall, over one metre 90, and heavily built with short, greying curly hair and glasses. He is clean shaven and has a noticeably large, hooked nose.

4 We are seeking an Asian man in his late 30s or early 40s, of medium height, around five foot 11. He is of very slender build and has short spiky dark hair, light green eyes and a close-shaven goatee beard. He has a piercing with a ring in his right eyebrow and a tattoo with the word 'Soorma' on his upper left arm.

[2.24]

A facial composite is an image of a suspect's face, as described by an eye-witness of a crime. In the past, law enforcers had to use artists to draw or paint the witness's description of a suspect. Nowadays, the job can be done by computer. Many English-speaking countries use a software package called EFIT™ (Electronic Facial Identification Technique).

EFIT™ has a large database of different facial types from different races and ethnicities. A trained operator can use the system to produce an accurate facial composite based on a witness description. EFIT™ is unique because it also recognizes and includes the psychological factors that affect our ability to recognize and remember faces.

[2.25]

- A: How would you describe the man, ma'am?
- B: He wasn't very tall, slender and was quite dark-skinned. He was definitely Hispanic, maybe Mexican or Venezuelan and he also spoke with an accent.
- A: Can you say how old he was?
- B: Not young, approximately 40 to 50 ...
- A: And what did he look like generally? What colour were his hair and eyes? Did you see?
- B: Not very clearly. His hair was definitely grey and I think it was pulled back in a pony tail. Yes, I'm sure it was, long-ish, grey hair in a pony tail.
- A: Do you remember what he was wearing?
- B: A white sweatshirt and blue jeans.
- A: You said before that he drove to the house ... What vehicle was he driving?
- B: A pickup truck, a dark green pickup truck.
- A: Do you remember anything else, ma'am? Like ... did he have any distinguishing marks: tattoos, scars ...
- B: I'm sorry, I couldn't see... But he was wearing glasses.
- A: Thank you, ma'am. You've been very helpful.

[2.26]

DNA technology is improving all the time and some of the more recent improvements have made it easier for us to use DNA to

solve old or 'cold' cases.

In the past, we used a technology called RFLP, which stands for restriction fragment length polymorphism, if you're interested. We do still use it now in some cases, but the problem with RFLP tests is that you need quite a lot of DNA. You can't do much with a single hair or fibre, for example, and you need a blood sample about the size of a quarter to have enough to work on. The other problem with RFLP analysis is that you need very clean evidence. If a biological sample is contaminated in any way, for example if there is dirt or bacteria on it, this makes it difficult to get a result.

Nowadays, things are easier because there are a number of techniques we can use to help us. A technique called PCR, polymerase chain reaction, makes it possible to develop DNA profiles from very small samples of biological evidence. PCR reproduces exact copies of the DNA contained in the evidence, a bit like a photocopier in fact! From a very, very small quantity of evidence, I mean only a few skin cells, we can use PCR to reproduce literally millions of copies of the DNA. Then the other great thing that we now have is mitochondrial DNA, or mtDNA, analysis. This is a technique we can use in cases where the biological evidence is very old or contaminated. It uses DNA not from the nucleus of a cell but from another part of the cell, called the mitochondria. It's a technique that allows us to perform DNA tests on material like bones and teeth, which don't have cells with a nucleus, if that's all we've got. All your maternal relatives – your mother and grandmother – have the same mtDNA as you. This means, for example, that if we can take the mtDNA profile of an unidentified body, or even just bones, and compare it with any maternal relative, that should help us identify that body.

[2.27]

Well Debbie Whorton, that's Kathy's sister, had been trying to get the case re-opened for years. She always believed that her sister's murderer was still out there, on the loose. She never for a moment believed that either Elwood or Lucas had anything to do with it. She tried lots of times to get the Sheriff's department in Ouachita Parish to reinvestigate the case, but of course they didn't want to. Nobody there was really satisfied with the Elwood and Lucas confessions either – there hadn't been any concrete evidence at the time, but then there wasn't any evidence pointing to anyone else either. Anyway, it was old news and they weren't interested. Then in October of 2003, things changed. She spoke to Major Royce Toney who by that time was in charge of the sheriff's detectives. He remembered his own doubts at the time and he agreed to re-open the case. So they did. They started the whole investigation again. Back in 1981 there had been five or six suspects, and an anonymous 911 caller who originally reported finding the body, but who was never traced. Over 20 years later, the new team of investigators identified and located the anonymous caller, as well as the other suspects. They got DNA samples from all of them and compared them

to the crime scene evidence. No matches. And there were no new suspects. Things were looking bad, but there was one last hope and that was CODIS the FBI DNA database. So Major Toney's team submitted the DNA evidence from the case to CODIS, and the result was a positive match – to a career criminal called Anthony Wilson. Wilson was already a convicted sex offender, but had no previous links to a murder case. Thanks to the DNA evidence, the police had conclusive proof of his guilt and on March 31, 2007 Anthony Wilson was arrested for the rape and murder of Kathy Whorton.

[2.28]

Jack the Ripper was a serial killer who murdered at least five women in the East End of London in 1888. After the murders, he horribly mutilated many of his victims' bodies, and cut out their internal organs. All his victims worked as prostitutes, although they were very different from each other in age and appearance. Most were drunk, or were thought to have been drunk, at the time they were killed. The case became very famous. There was a lot written in the newspapers about the murder investigation and a number of people made false confessions. The name 'Jack the Ripper' comes from someone who wrote a letter to the police claiming to be the killer and signing with that name. However, no one was ever arrested or tried for the murders and the true identity of Jack the Ripper remains a mystery to this day.

Unit 10

[2.29]

- 1 Three members of 'Dial-your-dope' crack-dealing gang get 300 hours' community service.
- 2 12-month custodial sentence for drunk-driver killer of toddler, 3.
- 3 Civil rights organizations demand the abolition of capital punishment as adulterer and lover receive death penalty.
- 4 Serial killer gets life imprisonment for murders of 8 prostitutes.
- 5 Celebrity model escapes suspended sentence after seventh drugs possession offence.
- 6 Politician sentenced to 45 days' house arrest for taking part in illegal demonstration.

[2.30]

There must be a life sentence for murder. There is an automatic life sentence for a second serious sexual or violent offence. There is a minimum seven-year prison sentence for third-time trafficking in Class A drugs. This applies to the importation, production, supply and possession with intent to supply of Class A drugs. The maximum penalty for these offences is life imprisonment. There is a minimum three-year prison sentence for third-time domestic burglary. The maximum penalty for burglary is 14 years' imprisonment. There is a minimum five-year prison sentence for possession or distribution of weapons or ammunition. The maximum

penalty is 10 years' imprisonment.

[2.31]

When the police have enough evidence to charge a suspect, they can prosecute the case themselves if it is a minor offence and the suspect admits it. Otherwise, they have to refer it to the Crown Prosecution Service (CPS), who will decide if there is enough evidence to proceed with the case or, if there is not, to drop the charges.

Once a suspect has been formally charged, one of two things will happen. They can be released on bail, which means they can go home until they are called to attend court, or they can be remanded in custody. In England and Wales, a person is innocent until proven guilty in a court, and cannot be kept in custody before trial unless there is a danger that they will abscond – that is, not return to court – or that they will commit other offences if granted bail.

At their first court appearance, the suspect (now called the defendant) will usually be asked to plead guilty or not guilty. If they plead guilty, then the court will pass sentence. If not, then a date for trial will be set.

In a Crown Court trial, the prosecution lawyer presents the evidence against the defendant. The defendant's solicitor can challenge the evidence and present a defence. A jury made up of 12 members of the public listens to all the evidence and then discusses it in private before reaching a verdict of guilty or not guilty. If they cannot agree, the judge can allow a majority verdict, if 10 out of the 12 jurors agree.

If the defendant is found not guilty, they are acquitted and are free to leave. If he or she is convicted, that is found guilty of the offence, they can be sentenced immediately, or called back to court for sentencing at a later date.

[2.32]

In this Crown Court, the judge sits at the front of the court, behind the bench. Immediately in front of the bench sits the clerk of the court, who is in charge of any evidence or papers needed for the trial. Opposite the bench is a table where the lawyers sit – lawyers (or 'counsel') for the defence on the left. The lawyers for the Crown (or prosecution) on the right. Behind the lawyers is the dock – this is where the defendant (or the 'accused') stands or sits. The twelve members of the jury sit on the left hand side of the court. Opposite them is the witness stand, where all the people who give evidence have to stand. At the back of the court is an area where members of the public can sit, called the public gallery.

[2.33]

A: Mr. Crawford, did you see the defendant assault Ildiko Horvath?

B: Yes, I did.

A: You did, did you? Yet you failed to identify the defendant at Dover Street police station the following day, didn't you?

B: Yes.

A: Please speak up, Mr. Crawford.

B: Yes.

A: Were you in the Brandane public house on the night of January 7?

B: Yes, I was.

A: And did you go to the public house alone?

B: No. My wife was with me.

A: Now, tell the court, Mr Crawford. At what time did you arrive?

B: At 8 o'clock.

A: At 8.00 p.m. And when did you leave?

B: Just after 9.30.

A: Just after 9.30. Just after 9.30. But you didn't leave just after 9.30 pm, did you?

B: Yes, we did.

A: Mr Crawford, you realize you are under oath, don't you?

B: Yes.

A: Good. Now, Mr Crawford, we have CCTV footage of you and your wife leaving the Brandane public house at 8.50 p.m. At 8.50 p.m. One full hour before the alleged assault on Ms Horvath. Mr. Crawford, I put it to you: you have lied to the court, haven't you?

A: No.

C: Silence in court. Mr. Bonaventura, please proceed.

A: Thank you, your honour ... Mr. Crawford, there's something you're not telling us, isn't there? We have clear evidence of you and your wife leaving the public house at 8.50 on the evening in question. So you could not and did not witness the defendant assault Ms Horvath, did you?

B: No.

A: Would you please inform the court why you chose to lie to the police.

B: I didn't want to go to the police, but I didn't have any choice.

A: Someone asked you to lie to the police, didn't they?

D: Objection!

[2.34]

- 1 You recognize this man, don't you?
- 2 He gave you the money, didn't he?
- 3 This is your first time in court, isn't it?
- 4 She didn't give it back, did she?
- 5 You weren't with your wife, were you?
- 6 He knows where the money is, doesn't he?
- 7 You murdered her, didn't you?
- 8 She is telling the truth, isn't she?
- 9 You will remember that you are under oath, won't you?
- 10 You haven't spoken about this before, have you?

[2.35]

A: You went out yesterday evening, didn't you?

C: The speaker is sure that you went out yesterday evening.

B: You went out yesterday evening, didn't you?

C: The speaker thinks you went out yesterday evening, but isn't sure and wants to check.

[2.36]

Yes, International Notices are an extremely important part of what INTERPOL does. There are seven different colours of notice and these colours indicate what kind of information the notices give or ask for. In my

experience, the notices which are used most frequently are red and green. A red notice indicates a wanted serious criminal. This is someone who is a fugitive from justice in their own country whom we are looking for in order to extradite them back to their country.

We use green notices to provide warnings (or criminal intelligence) about known, active criminals and their modus operandi. This is to try and prevent them from repeating or continuing their criminal activity in other countries.

The notice we use least is probably the orange one. We use this if we think there is a threat to public safety, for example bombs, dangerous chemicals, or any kind of major security threat. We use the orange notice to provide information and warnings about such threats to the police, customs and other international organizations.

The blue and yellow notices are requests for information in a way, since they help us identify people and we use them both quite often. We use the blue notice when we need to find out more information about someone in relation to a particular crime. The person may not be a convicted criminal, but we need to know more about their identity, whether they have a criminal record, and find out where they are now so we can speak to them about what happened. The yellow notice is for finding missing persons, or MISPERs, as we call them – especially minors, and people who can't identify themselves, for example because they may be ill, or have mental problems. If we have a dead body we can't identify, we use a black notice.

The INTERPOL / United Nations special notice is the most recent and was created in 2005. It gives information about the identity of individuals and groups associated or belonging to Al Qaeda and the Taliban. This is because the United Nations wants to ensure that states respect the sanctions imposed on these people – that is to say, an asset freeze, arms embargo and travel ban. In other words, states should not allow such individuals to enter or leave their territory, should not permit them to buy or sell weapons and should control their access to money and property.

[2.37]

The Great Train Robbery was one of Britain's biggest ever robberies.

A gang of 15 men had spent months carefully planning the robbery which took place on 8th August, 1963.

The target was the post office train, travelling from Glasgow to London. It was carrying several million pounds in used banknotes. Shortly after three o'clock in the morning, the robbers attacked the train just outside London. They covered the green 'go' signal on the track with a glove and switched on a false, temporary red signal to stop the train. The train stopped at the red signal and the assistant driver got out to phone the signalman and ask why the train had been stopped. One of the gang members attacked him and knocked him down. The train driver was hit on the head with an iron bar as the 15 men boarded the train. They wanted to use one of their own members as a driver, but

soon discovered that he couldn't operate the train. The gang then forced the injured driver to drive the train 2.4 km to the unloading spot: Bridgego Bridge.

In only 15 minutes, the men had unloaded 120 sacks containing over £2 million, taken it to their safe house and divided the money. The equivalent sum today would be approximately £50 million or US \$100 million.

In 1964, 13 of the 15 gang members were arrested, tried and sentenced. However, two of them, Charlie Wilson and Ronnie Biggs later escaped from prison.

Unit 11

[2.38]

- 1 Vincent Priddy arranges the illegal transportation of Albanians to Italy, France and the UK. The Albanians pay \$5,000 each and believe they will have work visas and legal jobs. They are sent to work illegally in factories, have no papers and are paid almost nothing.
- 2 Dieter Werner is an accountant. His firm takes money which is earned from prostitution and crack cocaine in Hamburg and other big cities and invests it in legitimate business.
- 3 Valeria Palomides works for a city council. She uses her influence to make sure that the city only uses certain businesses for big building and supply contracts.
- 4 Vitek Polonsky works for a multi-national bank. He uses his own expertise and that of his colleagues to take millions of dollars out of the bank's systems.
- 5 In the town where Alberto Moriani lives, all the business owners have to pay him a sum of money every month. If they refuse, Alberto and his colleagues threaten to kill them or members of their family.
- 6 Hu Wai is a very rich businessman. He offers judges and policemen money not to notice some of his activities.

[2.39]

1 I was a 16-year-old high school student when I accepted a family friend's offer to take a trip to the US to work as a waitress for US \$1,000. I received a passport, a tourist visa and a plane ticket. But when I arrived, I found out that they had lied to me – there was no waitress job, and I was forced to work as a prostitute. My passport was taken away, and I was locked up during the day. I was threatened and beaten if I refused to obey or tried to run away. They threatened my family too. They said they would send someone to hurt my parents if I tried to run away again. My life became a series of hotel rooms and clients until I finally managed to escape. I contacted the Russian Embassy and they helped me to get back home.

2 My parents had a dream. They said 'Kwame, we want you to go away and become a businessman. You make us proud.' But they sent me to Lake Volta in Ghana. I was forced to work for a fisherman for no money at

all, and not even enough food. It was very dangerous work, many of the other boys were killed. Once I tried to escape, but I was beaten very badly and locked up. All I want now is to go to school so that I can grow up to become somebody.

3

All 250 of us agreed to pay \$15,000 each to travel to America. We were recruited from India, and for most of us that sum represented our life savings. We were promised permanent residency, high-paying jobs and good living conditions. But it was all lies. By the time we arrived in the US, we were already deeply in debt. The companies that hired us cheated us by making us pay a lot of money for our food, lodging and other expenses. The conditions here are terrible. We never leave the factory buildings. They say we still have to pay them for bringing us here and we are still in debt. We feel very isolated, but we are terrified of returning to India. We would only bring trouble and disappointment to our families.

[2.40]

After many years of working in this job, I have come to the conclusion that intelligence or information is the key to combatting gangs and organized crime. Information is the most important, the most valuable thing you have, and you need to direct as many resources as you can to increasing your intelligence files. One of the simplest things you can do is set up regular surveillance operations. So, well, first of all static surveillance. Static surveillance is easy to set up. But I admit that you need the personnel, you need people, and this can be expensive.

But, you know, it can work with a minimum of just two officers. First you need to identify a gang hangout, a place where known members of the gang go regularly and meet for gang business. Then, you assign your officers to watch it, to learn what they can about who comes and goes, and to photograph gang members and their vehicles. People sometimes have problems finding a good OP or observation point, but you just have to use your imagination. Any building will do, as long as you can get the agreement of the owners. I have used church bell towers, abandoned houses, mobile homes, builders' huts, and vehicles disguised as road maintenance trucks and electricians' vans.

There are two theories about the use of static surveillance. Some of my colleagues believe that if you have a group under surveillance, you should only observe them. You must be careful to keep your distance and not react or do anything that could make the gang members aware that they are being watched. Personally, I prefer to take a more active approach – active surveillance, in other words. I assign a marked police unit to act on any information from the surveillance team, but *outside* the surveillance area. The officers at the OP, the observation point, radio anything of interest to the marked unit, who will then stop or arrest a suspect several blocks away at least from the surveillance area. If you do this with care, you can do it without revealing the OP. Arrests can produce good intelligence – if you think you

are going to learn something from someone, and you want to make an arrest, then do it.

[2.41]

Electronic surveillance, like using a hidden time-lapse camera, is another useful way of getting intelligence about the activities of your suspects. If you just can't afford to use three or four officers for static surveillance, then try it. You can buy these digital time-lapse cameras quite cheaply, and set them up during the night. Good places to put them are trees, parked cars, telephone poles – or you can even position a camera inside a fake garden rock. Then set the cameras to take photos every half hour or so.

Electronic surveillance can also include phone-tapping and computer-hacking. As we know, setting these up is a long and complicated business, although new anti-terrorist laws are making it easier. But civil liberties groups are against the idea – they think that such actions take away personal privacy and go against basic human rights. I can understand their point of view but, as a law enforcement officer, I can't agree. The only way we can fight back against organized crime is if we can use the same technology as the criminals are using.

One place where all this is less of a problem is in prison. Many prisons in Europe routinely monitor prisoners' telephone calls. I recommend that you monitor the telephone calls that come from the high security 'gang unit' if there is one, or the discipline row, because occasionally you can get to hear something really interesting.

[2.42]

The Russian Mafia is one of the largest and fastest-growing organized crime groups in the world. It operates in all the countries of the former Soviet Union, Central and Western Europe and the United States and is involved in a wide range of activities including the illegal trafficking of drugs, metals, weapons, nuclear materials, people – and even body organs – as well as highly sophisticated financial fraud and cyber crime operations. They have also developed links with the majority of the other high-profile organized crime groups operating in the world. The Russian Mafia is a very highly sophisticated organization because many of the leaders are from the educated elite of the former Soviet Union. When the Soviet Union dissolved in the early 90s, some of the former Soviet government members began to engage in illegal activities, including bank fraud, in order to get control of formerly state-owned resources. Today Russian Mafia groups are present in most areas of the Russian economy and key sections of the government. They use intimidation and violence against bankers and businessmen that do not co-operate. The resulting level of fear and corruption is such that it can be very difficult for law enforcers to operate. Although Russian Mafia groups are highly organized and efficient, there is little of the 'family' loyalty or respect which can be characteristic of, for example the Italian Mafia or the Japanese Yakuza. They are considered to be among the most unscrupulous and ruthless of modern criminal organizations.

[2.43]

- A: Aren't you afraid they could kill you like you killed him?
- B: Yes. One day it will be me. Maybe. It's life.
- A: Hasn't anything ever gone wrong, ever?
- B: No. It simply must not. Every case is different. Each needs a different plan. Patience. No one must see you. Any fool can kill someone. The skill of the profession is the plan, before and after. That is truly why I am a professional.
- A: What are you paid for a hit?
- B: The first one I only got 20,000 roubles (\$200) because I had no experience. But now I get 50,000 roubles (\$500) because they know I am good and also I have a helper I must pay to do research on each client.
- A: Client?
- B: That's what my boss calls them – clients. He pays me 25 per cent before and the rest afterwards. My boss calls me and says, 'I have a job for you. A new client.'
- A: Are you afraid to say no? Would he have you killed if you refused a client?
- B: I am afraid to say no. You see, my boss is very clever man. He knows what I can do. But if I refused a job, I don't even want to think about it. My boss is in his fifties, very discreet, dresses well, but not like some black marketeer or currency dealer. He's no pimp. He's as clever as a professor. He drives a Volvo, but doesn't look rich. He never congratulates me on a job. He never mentions it again.
- A: Do you enjoy your work?
- B: No. No one wants to work. But if you must, it is nice to have an interesting job with a high salary.
- A: Are you excited by killing?
- B: I have a nice nature. I am not an animal. Yet I don't feel anything. I lost all my feeling in Afghanistan. I don't think about these men at all. I do not see their faces haunting me during the night.
- A: Are you religious? A patriot?
- B: Yes, I love Russia. But I never pray.
- A: Do you ever wonder what happens to the souls of your clients?
- B: Never. It's not my problem.
- A: If the Mafia ordered you to kill a woman or a child, would you do it?
- B: Never. I'd rather die before I'd kill a woman.
- A: Do your mother, sister, or girlfriend know about your life?
- B: Only two people really know the whole picture – my assistant and my boss. I have two lives. Killing is better than my electrical job, but I must keep both.
- A: What's your ambition?
- B: To marry my girlfriend and have the money for a normal life.
- A: Will you go to Heaven?
- B: Doesn't matter to me.
- A: Have you sinned by killing?
- B: In a way, I must be the hand of God. God is all powerful. Someone must do my job and God chose me.
- A: Are you Communist or Democrat?
- B: Neither, but in the August coup a year ago, I stood in the streets all night to defend Yeltsin. I just love my Motherland.
- A: One last question, why did you speak to me?

- B: My boss ordered me to. I must do as he says. He is a clever man – educated, a real intellectual.
- A: At that point, Misha stood up to end the interview. The interpreter, who had been perched pathetically on my bed, stood up as well. She was very nervous because she had failed in her job and now she knew too much. Misha gestured that she should go ahead. She glanced at me one last time, with that imploring look, like a sheep on its way to the abattoir.

Unit 12

[2.44]

Well, the word transnational describes crimes that take place across national borders – crimes that, by their very nature, involve crossing national borders as part of the criminal activity. Some examples would be human trafficking, people smuggling, drugs and arms trafficking, terrorism, sex slavery and, of course, cybercrime.

We now consider transnational organized crime – transnational crime which is carried out by organized crime organizations – to be one of the biggest threats to society in the 21st century. As Louise Shelley says, globalization has been a huge benefit for international criminal organizations. All the things that have made international travel and trade easier – cheap, fast travel, communications by mobile phone and computers – these have made international crime much easier too. Governments all over the world recognize the threat of transnational organized crime and are beginning to understand that the only way to combat it effectively is if law enforcement becomes transnational too. Law enforcers must learn to work together across national borders and share information, but this isn't always easy. INTERPOL, the international police organization, has existed since 1923 and we believe it has a particularly important role to play in co-ordinating a global approach to fighting crime in the future. EUROPOL is a European organization which began in 1994 and helps to co-ordinate law enforcement in certain areas in Europe, particularly anything related to drug trafficking. In November 2000, the United Nations adopted a special 'Convention against Transnational Organized Crime' and created a special committee to deal with it.

[2.45]

INTERPOL (its full name is the International Criminal Police Organization) started in 1923 in Austria as the International Criminal Police Commission. It took the name INTERPOL, which was the organization's telegraphic address, in 1956. The headquarters of INTERPOL moved to Berlin and then to the outskirts of Paris: however, since 1989 the organization has been based in offices in Lyon in France. The 'General Secretariat' in Lyon operates 24 hours a day, 365 days a year and is run by the Secretary General. The staff at the secretariat are from more than 80 different countries and work in any of Interpol's four official languages: Arabic, English, French and Spanish.

[2.46]

A
Africa's largest undercover investigation into the illegal trade in endangered species has discovered a ton of illegal ivory, cheetah and leopard skins, and hippopotamus teeth. The five-country operation, code-named Operation Baba, was co-ordinated by INTERPOL. It resulted in the arrests of almost 60 suspected criminals. Conservationists say that governments and law enforcement agencies need to do more to combat crimes such as ivory-poaching and bushmeat-hunting. They estimate that between 4,000 and 20,000 elephants are killed for their tusks each year.

B
Looting archaeological sites and trafficking in art and antiquities have become a multi-billion-euro industry for organized criminal networks. In recent years, thieves have looted heritage sites across the world and have stolen irreplaceable cultural artefacts, for example, statues, carvings, religious relics, paintings and jewellery. These artefacts are then sold on the international market. We should all be worried about the increase in art theft, and art and antiques forgery: these crimes make vast sums of money for drug lords and terrorists. Countries should work more closely together to share their intelligence.

C
Environmental crime includes the dumping and illegal transportation of hazardous waste, the smuggling of ozone-depleting substances and illegal logging and trading in timber. Pollution, deforestation, flooding and climate change, which affect the whole world, are just some of the results. The Environmental Investigation Agency (EIA) says that we need to recognize that environmental crime is a time-critical issue and also a source of corruption. To combat environmental crime, we should target nations where environmental crime is highest and finance specialized crime enforcement units to deal with it.

[2.47]

Hello, this is Joy Morakaladi calling from the Botswana Police, Gaborone with details of Inspector Lefika Korkowe's flight to Johannesburg. I'll spell the name for you; it's KILO-OSCAR-ROMEO-KILO-OSCAR-WHISKEY-ECHO. He'll be on South African Airlines flight No. (SIERRA ALPHA) 71, (NINER) arriving in Johannesburg at 19.15 on Saturday 3rd February. I've booked him into the Hilton Hotel in Sandton for four nights. Could you please call me with a name and a mobile number of the person meeting him in case of delays or emergencies. My number is + 267 (the country code for Botswana) then 365 59 09, extension 155. Many thanks and have a nice weekend.

[2.48]

- A: Hello. Can I speak to Sergeant Smit, please?
- B: Speaking.
- A: Sergeant, this is Inspector Korkowe from Gaborone. I've just arrived at the airport, but there doesn't seem to be anyone here to meet me.

B: I'm really sorry, Inspector. I'm on my way.
 A: Say again?
 B: Yes, I'm on my way to meet you. I'm stuck [crackle, crackle] port [crackle, crackle] you in [crackle, crackle].
 A: I'm sorry, sergeant, but you keep breaking up.
 B: I just said that I'm stuck in traffic. I'm not too far ... the airport.
 A: I didn't catch that.
 B: I'm not too far from the airport. I'll ...
 A: Sergeant, I'm afraid the signal's not very good. I'll walk outside the building and call you back in a few seconds.
 B: OK.
 A: Hello, Sergeant Smit?
 B: Yes, hello Inspector. Can you hear me any better now?
 A: Yes, I can hear you loud and clear now.
 B: That's good. I'm sorry I took a while to answer your call, but I was on the radio. There's been a major development in the Deakin case. I got stuck in traffic, but I'll be with you in about five minutes.
 A: Is that going to be OK? If things are happening and you're busy, I can take a cab to the hotel.
 B: No, it's absolutely fine, Inspector. I'll be at the airport in about five minutes and I'll take you straight to your hotel. I'm in a blue Volvo. Be with you shortly. Bye now.

[2.49]

A: So, Commander Badulescu, what are the most difficult issues facing police officers on international Civilian Police missions?
 B: I think that intercultural communication is probably the most difficult issue that international Civilian Police missions face. Many of my own officers have had to manage a situation where there their personnel come from different policing cultures and do not have the same idea about what is good practice. There have been problems related to, for example, different attitudes toward the treatment of suspects and the use of force generally. Then there's the issue of deciding which law CIVPOL should apply in exercising executive authority. When CIVPOL personnel arrive in a country there is often no operating criminal justice system. If the local system that usually decides how suspects should be arrested, processed, detained, and brought before a court is not functioning, which system do you use? The members of CIVPOL missions come from countries with very different legal systems, so it can be difficult for them to know how best to operate.
 A: And I would imagine that the monitors all come to a mission with different levels of English or French?
 B: Yes, but language training is something we can easily provide. There are other non-linguistic communication skills which are more important to the success of any mission.
 A: Could you tell us a bit more about these skills?
 B: We have to teach our personnel not to stereotype. We need to help them realize how their own culture affects their attitudes towards, for example, authority,

or the position of women in society or at work, or alcohol. They must be prepared for the fact that the culture of the country they are in is different: and they will have to accept these differences. Different doesn't mean wrong. It sounds obvious, but people are not necessarily very aware about where their ideas and opinions about such things come from.

A: So what about culture shock? Does that happen?
 B: Yes, it's very common when personnel first arrive in a posting. Luckily, we have a lot of experience in dealing with it and we can teach strategies to enable people to overcome it. It usually helps when they begin to understand the effect that the way they speak and behave can have on their colleagues and the local population. Things such as tone of voice and body language – the movement of hands, etc. – whether or not you look someone in the eye when you're speaking to them, it can all be very different from culture to culture. There really is a lot to learn ...

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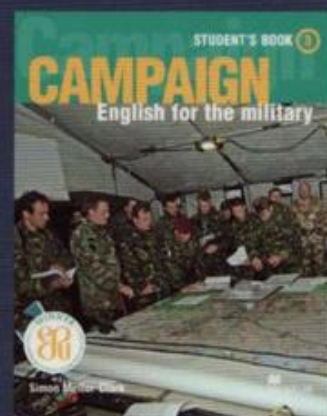
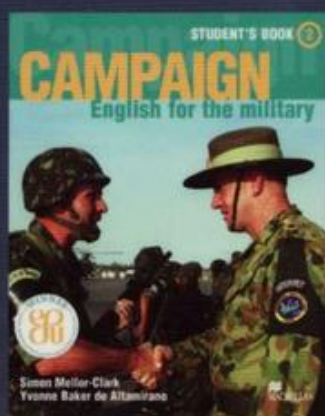
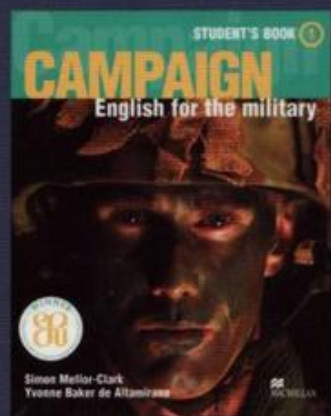
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